

TEACHERS' GUIDE
for
Beginning Reading Experiences

BY NILA BANTON SMITH
Professor of Education, University of Southern California



Illustrations by
GERTRUDE HERRICK HOWE

SILVER BURDETT COMPANY
NEW YORK CHICAGO SAN FRANCISCO

Copyright 1945 Silver Burdett Company

This copyright makes it illegal to copy or reproduce any part of the contents from this book without written permission of the publisher.

The characters in this Guide are fictitious. They have been used to provide teachers with an opportunity to visit vicariously the classroom of a teacher who is using the LEARNING TO READ program.

TABLE OF CONTENTS

OUR FIRST BOOK

The Story of the First Week

MONDAY	9
TUESDAY (Page 1)	12
WEDNESDAY (Pages 2-3)	17
THURSDAY (Page 4)	22
FRIDAY (Pages 5-6)	26

The Story of the Fourth Week

MONDAY (Page 23)	62
TUESDAY (Page 24)	66
WEDNESDAY (Pages 25-26)	69
THURSDAY (Pages 27-28)	72
FRIDAY (Pages 30-31)	75

The Story of the Second Week

MONDAY (Page 7)	30
TUESDAY (Page 8)	34
WEDNESDAY (Pages 9-10)	38
THURSDAY (Page 11)	41
FRIDAY (Pages 12-14)	44

The Story of the Fifth Week

MONDAY (Page 32)	80
TUESDAY (Pages 33-36)	82
WEDNESDAY (Page 37)	85
THURSDAY (Pages 38-39)	87
FRIDAY (Page 40)	89

The Story of the Third Week

MONDAY (Page 15)	47
TUESDAY (Page 16)	49
WEDNESDAY (Pages 17-18)	52
THURSDAY (Pages 19-20)	55
FRIDAY (Pages 21-22)	59

The Story of the Sixth Week

MONDAY (Pages 41-42)	92
TUESDAY (Page 43)	95
WEDNESDAY (Page 44)	98
THURSDAY (Page 45)	100
FRIDAY (Page 46)	101

BILL AND SUSAN

<i>The Story of the Seventh Week</i>		<i>Teaching the Fourth Story</i>	138
MONDAY (Pages 2-5)	106	(Pages 16-23)	
TUESDAY (Pages 6-7)	110	<i>Teaching the Fifth Story</i>	144
WEDNESDAY (Pages 2-5)	113	(Pages 24-29)	
THURSDAY (Pages 6-7)	116	<i>Teaching the Sixth Story</i>	153
FRIDAY (Pages 2-7)	119	(Pages 30-33)	
<i>The Story of the Eighth Week</i>		<i>Teaching the Seventh Story</i>	158
MONDAY (Pages 8-9)	122	(Pages 34-37)	
TUESDAY (Pages 10-11)	127	<i>Teaching the Eighth Story</i>	164
WEDNESDAY (Pages 12-13)	129	(Pages 38-43)	
THURSDAY (Pages 14-15)	132	<i>Teaching the Ninth Story</i>	170
FRIDAY (Pages 12-15)	135	(Pages 44-47)	

UNDER THE TREE

Page references appear within parentheses

<i>Teaching the First Story</i> (2-7)	178	<i>A Good Cake</i> (38-43)	208
<i>Perky</i> (8-13)	182	<i>The Big Train</i> (44-47)	213
<i>Perky Helps Mother</i> (14-19)	186	<i>The Little Train</i> (48-51)	217
<i>Fuzzy</i> (20-25)	193	<i>A Bed for Fuzzy</i> (52-57)	221
<i>Bill Plays Ball</i> (26-31)	198	<i>Bill Looks for Susan</i> (58-63)	225
<i>Susan and the Dolls</i> (32-37)	203		

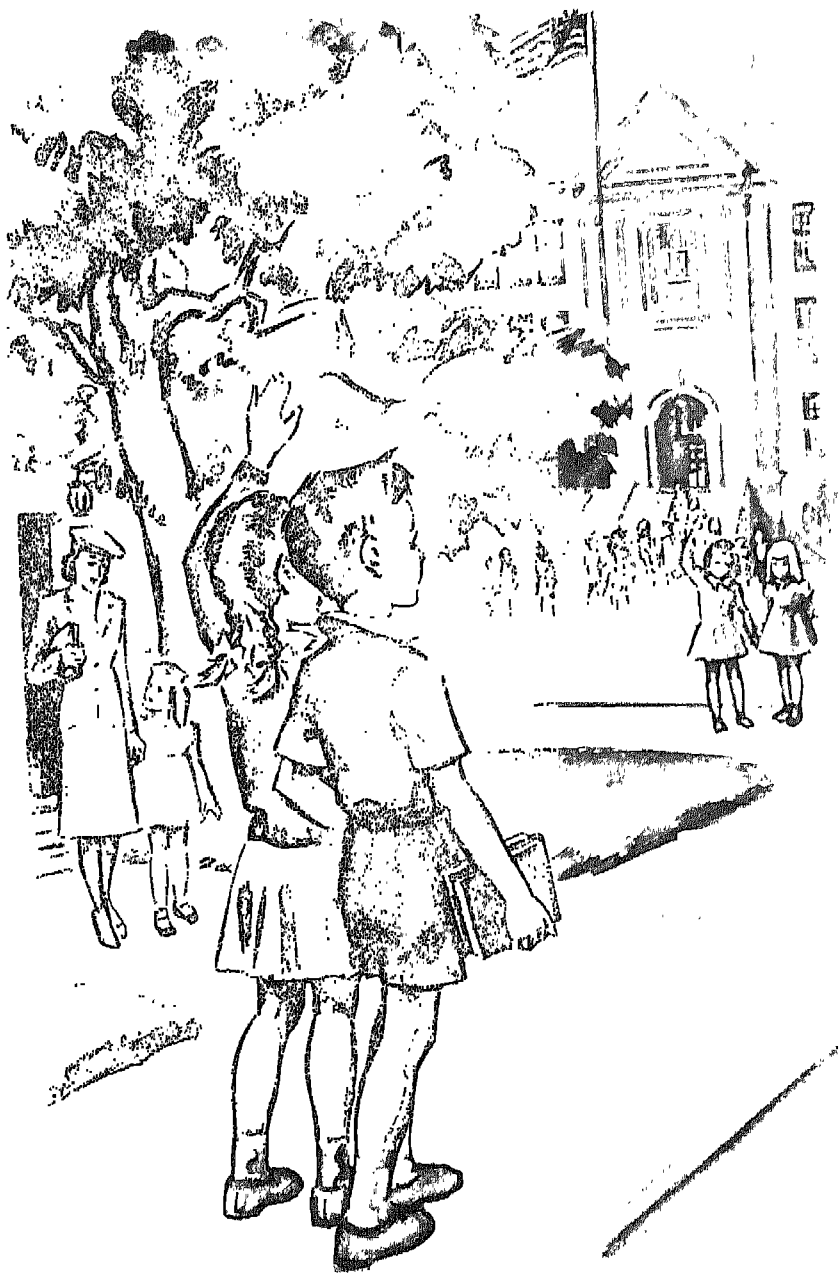
STORIES AND POEMS

<i>Stories</i>	233	<i>Poems</i>	241
----------------	-----	--------------	-----

INDEX

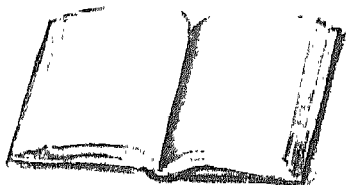
OUR FIRST BOOK



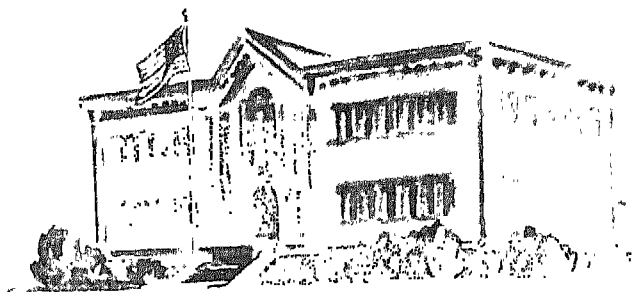


The Story of the First Week

Here is a story



of a school,



some first grade children,



and a teacher,

and THIS is what happened the first week of school



Miss Davis checked
the Kindergarten
records.



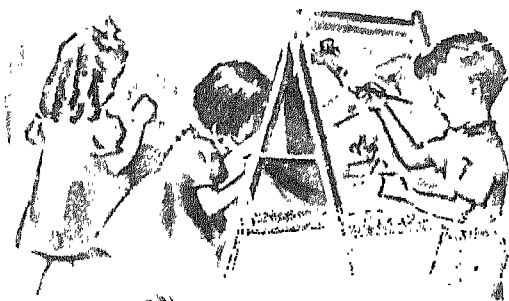
She talked to
the mothers.
She invited them
to a group meeting.



She found out
about the children's
interests.

MONDAY

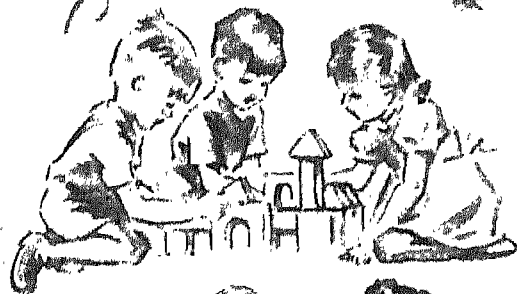
The first day
the children
painted pictures.



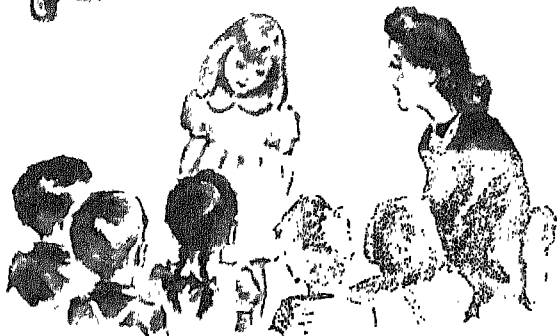
They played games together.



They built a house.



They told stories.





They looked at books. Miss Davis told them the names of some of the books, and showed them the titles. She read some interesting stories to the children.

And all day they were getting ready for reading

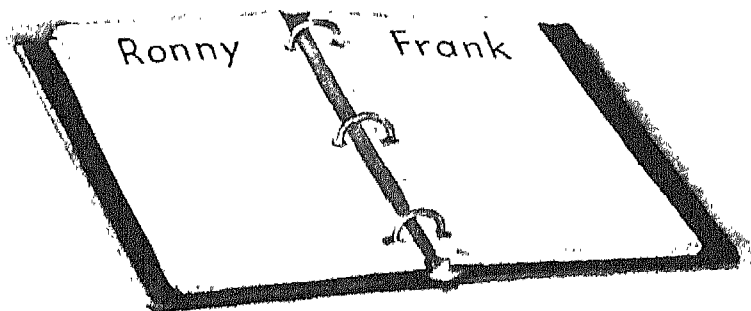
Later in the afternoon Miss Davis evaluated what she had done to make the first day of school and the beginning of the readiness period worth while. She checked what had been done to contribute to the well-rounded development and growth of each child—socially, emotionally, physically, and mentally.

Miss Davis had tried to find out something about each child. She had watched to see how he reacted to the group, to see if he tired easily, to check his coordination. In her program for the day she had provided for simple games to get the children interested in playing with a group, for activities which meant working together, and for a story hour.

She made brief notes in a loose-leaf notebook. There was a page for each child with his name at the top. This was to be a short diary account of significant things about each child. "Nothing lengthy," she thought. "Just notes. Otherwise it will be too time consuming."

She wrote each child's name in good manuscript on a piece of heavy paper approximately three by nine inches. These name cards would offer an opportunity for children to associate their own names with printed symbols.

Miss Davis had prepared carefully for the first day of school which had just closed. She had started an attractive library corner and bulletin board, both of which would be a vital part of the reading program. She knew that it would take continuous planning, checking, and reorganizing in order to provide each child in her class with opportunities for maximum growth and emotional security, and withal to get each one ready for the great adventure of LEARNING TO READ!



TUESDAY

Another day began. As each child came into the room, Miss Davis showed him where he was to sit and gave him his name card.

Mary brought some shells to school. "What a good beginning for a science table," said Miss Davis. "Put your shells on the table in the corner of the room, Mary."

Miss Davis had brought a goldfish in a bowl. It was on the ledge of a window in the science corner.

James had a book. He showed his book to the children and told them about it. Then he placed the book on a low shelf which was eventually to be filled with favorite books brought by the children.

Miss Davis suggested that they make a story for their bulletin board. She wrote the story as they told it. This is the story:

Mary brought shells.

James brought a book.

Miss Davis brought a goldfish.

Miss Davis read the story to the children. As she read, she moved her hand from the beginning to the end of a sentence and back to the beginning of the next one. While the children watched her, they were learning to follow lines of print from left to right across a page.

After they had enjoyed the story, Miss Davis helped the children choose something to do. In planning her daily program for these early weeks she had provided for a free choice period. This was to assist the children in making the transition from the relative freedom they had experienced at home to the more routinized life of the school room. During this free period Miss Davis observed the choices of children, discovered their interests, noted their adjustments to other children, and watched for the evidences of growth which such a period reveals.

The children made things with blocks and wood and clay. Some of them painted large pictures. Some looked at books.¹ A few were

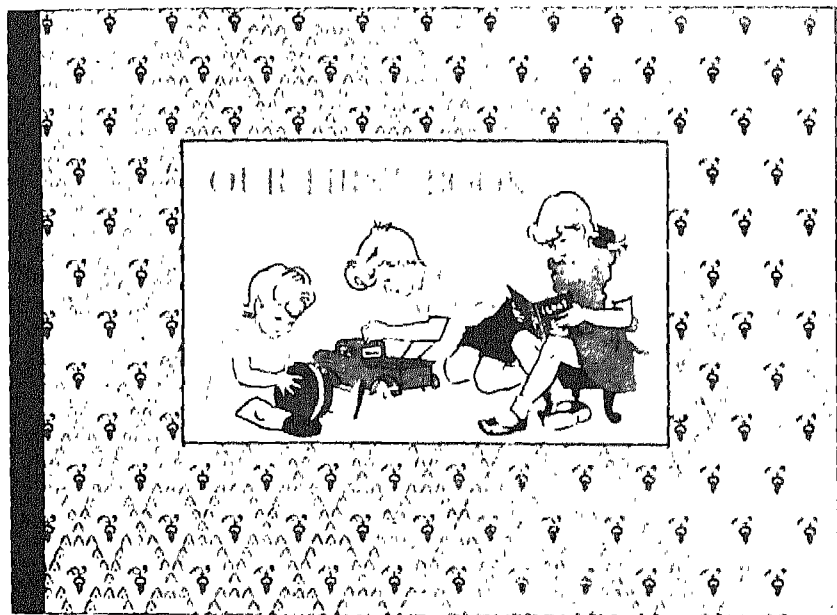
¹ If these materials for the free choice period are not available, the teacher may encourage children to bring blocks, toys, picture books, play furniture, cut-out books, paper dolls, building sets, or other materials that might be used during a free choice period. If easels, paper, and paints are not available, other activities may be substituted.

at a loss to find anything to do. Miss Davis talked to each of these individually, trying to discover some interest or suggesting possibilities from which to choose. She did not force the issue with those who were obviously shy and retiring, but she made a note of their names in order that she might later help them to overcome their reticence.

When the children went to their seats again Tom, Jack, and Mary had difficulty in finding their places. Miss Davis showed these children their name cards.

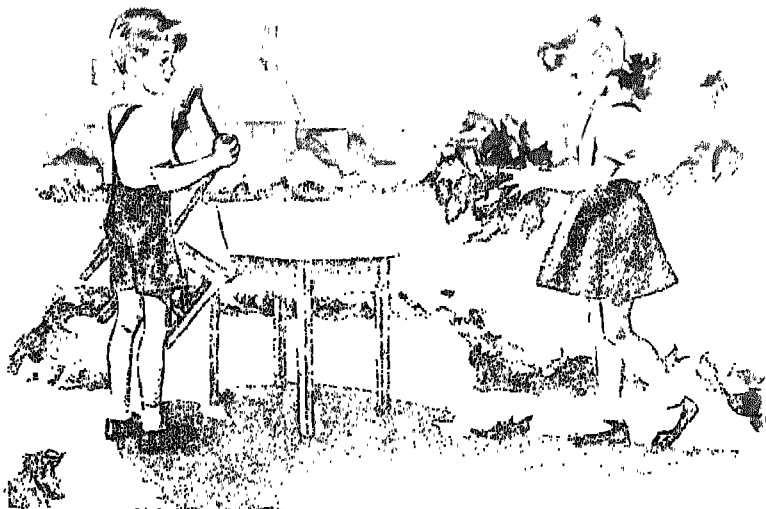
Then she gave the children large pieces of drawing paper and told them they might make a picture of anything they chose.

Miss Davis then called a few of the children together. She showed them a book, and gave a copy of the book to each child.



"This is OUR FIRST BOOK. That is what it says on the cover," she said, and she swept her hand along under the title and read the words.

They looked at the cover and talked about it. Miss Davis showed them how to open their books and hold them. They turned to the first page. There was a picture of a boy and a girl, just like this:



PAGE 1 It was Susan and Bill making a playhouse. "This boy and girl are just your age. What do you think the boy's name is?" After a few guesses someone suggested Bill. "You are right," said Miss Davis. "Bill is the boy's name." They tried to guess the girl's name, but finally Miss Davis had to tell them that the girl's name was Susan.

"How did Bill and Susan make their playhouse?" asked Miss Davis. Some of the children had made playhouses from leaves and knew at once how the pictured playhouse had been made. Others had never seen a leaf playhouse. The children who had made leaf houses told the others about making one. They told how you first draw a line on the ground with a stick showing the partitions for the rooms; or if you are making the house on grass, how you drop a few leaves first to show the rooms. Then you make bigger piles of leaves to show the partitions more clearly.

Other children told about houses they had made. Tom had made a house of rocks. He drew a picture of his house on the board. Jane had made a house of sticks. Fred had made a house of dirt clods from the orchard. Sarah had made one from sand, and Louise had made one from straw. They talked about all of the different kinds of houses which they had made.

Then Miss Davis brought paper and colored crayons. "Try to draw one of the houses we have talked about," she said. "What are some of the things to remember?"

Harry said, "Make the picture big."

Nancy said, "Make it pretty."

"Those are good ideas," said Miss Davis. "See how well you can follow them."

This group of children went to their seats. They had a good time drawing pictures of playhouses. Miss Davis asked a few of the other children to look at the new books and to talk about playhouses. Soon all of the children had seen the books in small groups, and all were drawing pictures of different playhouses. The houses were not at all alike. Miss Davis said, "Suppose we ask a few children to tell about their pictures."

Several of the children showed the group what they had done. As each child told about his picture, Miss Davis wrote in a notebook what he said.

Later that same day the children sang some songs; they played games together; Miss Davis read the story of *The Three Little Pigs*.¹ She showed the title of the story to the children, and showed them the pictures on the pages as she read.

Miss Davis thought to herself after the children left, "We have made a good start. The children actually began using basic reading material today."

Miss Davis sat down at her desk to make some notes in her diary. "Ronny squinted and held the book very close to his face," thought Miss Davis. And she made this note under Ronny's name:

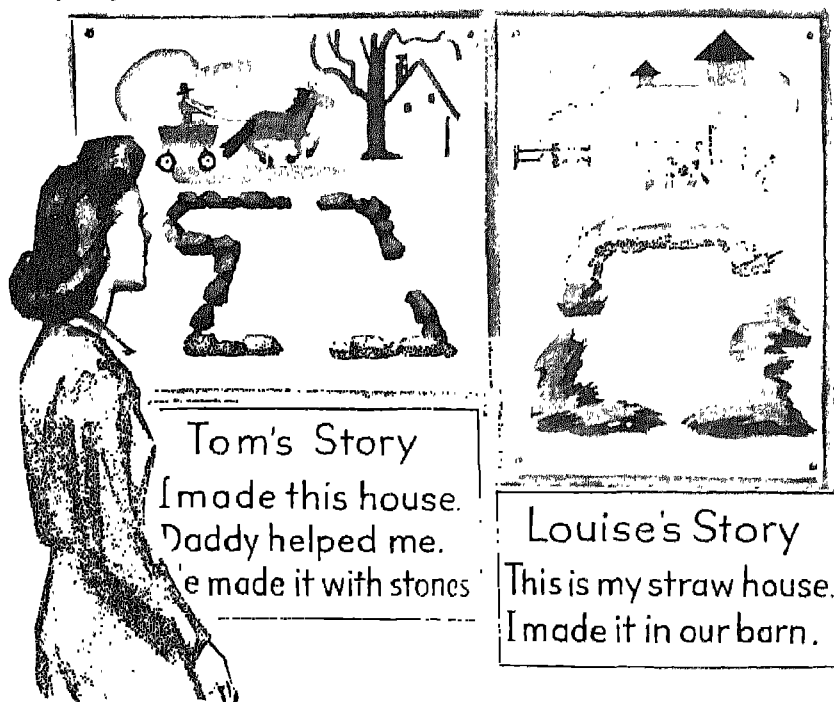
Seems to have trouble with his eyes. Send him to the nurse for examination.

¹ See section of Stories and Poems.

"Frank continually held his head on one side while we were talking," she recalled. "I'll ask the nurse to check his hearing." And she made this note under Frank's name:

May have a hearing defect. Send to nurse.

"Eyesight and hearing are such important factors in learning to read that I must concentrate on observing the children's use of these two senses for a few days to be sure these defects are checked just as early as possible."



Before going home Miss Davis made attractive charts of the stories Louise and Tom had told with the pictures they had made.¹ She put these on the bulletin board where the children would see them when they arrived the next morning.

¹ Miss Davis noticed that these stories contained several words which would appear in BILL AND SUSAN (*me, with, Daddy, I*). She had planned to keep a weekly check of such words.

WEDNESDAY

Fred came early on Wednesday morning. "Look what I found," he said proudly.

"Wonderfull It is a cocoon," said Miss Davis. "Put it on the table in our science corner. You may show it to the children later and we will find out more about it."

Harry dashed out on his way to the playground just as Jane was coming in. They collided between the swinging doors and bumped their heads. "We'll have to use one of those doors when we are going out," said Miss Davis, "and the other one when we are coming in."

She made an "in" sign and an "out" sign and put one on each door. She read the signs to the children, and told them what they meant.

Suddenly Louise looked at the bulletin board. "My story!" she cried.

"How can you tell?" asked Miss Davis.

"By the picture," said Louise.

"Can you remember what you told us?" asked Miss Davis.

Then Louise told them what she had said.

Miss Davis said, "Good! That is what your story on the bulletin board says. I will read it for you. Now would you like to read it, Louise?"

Miss Davis moved her hand under each line as Louise read her story. "Do you know who drew the other picture?" asked Miss Davis. "Tom," answered the children. Tom didn't want to read his story. "We'll read it over together this afternoon. Then you may read it to the children tomorrow," said Miss Davis.

"Let's look again at the pictures on the bulletin board and tell why we like them. Tom's picture is good because you can tell what kind of playhouse he drew."

"I like the way Miss Davis put green colored paper under each one," said Charles.

"Thank you," said Miss Davis.

They talked about the pictures. They listened politely. They tried to think of interesting things to say.

Then they had a period in which they chose what they wanted to do. Some of the children made a playhouse out of blocks. They laid the

blocks on the floor to show partitions for the rooms, just as Susan and Bill had made their playhouse with leaves. Others made pictures of airplanes and trees and birds on large pieces of wrapping paper. A few just patted and kneaded and rolled soft lumps of clay. Some children played house with toys they had brought from home.

Soon it was time to work with OUR FIRST BOOK again. Miss Davis did not yet have sufficient information to group the children according to ability but it would not be profitable to attempt to work with the entire class while discussing the lessons in the book. She had decided to call the children together in groups of ten, making different groupings from day to day.

Miss Davis went over to the group looking at books at the reading table and asked them to come and look at OUR FIRST BOOK with her. She asked the other children to help by moving quietly so that the group with her could work well together.

PAGES
2-3

The first group of children talked about the pictures of Bill and Susan playing house. They laughed when they saw Bill wearing Daddy's hat and Susan wearing one of Mother's aprons.



Miss Davis asked questions which would lead the children to anticipate what would happen next. Recognizing sequence in pictured stories would help them to follow the picture plot development accompanying the printed stories which they would read later.

She made it a point to get a different story from each child. She did not always accept the first suggestion. She complimented children who made interesting additions to the stories, in order to stimulate originality and independent thinking.



She encouraged the shy, backward children to talk. She reminded those who talked too much that they must give others a turn. Some children connected all their statements with "and." Miss Davis asked these children to tell one thing at a time in the order in which it happened. Thus she helped each individual child to develop language facility and desirable language habits.

After the children had listened to several stories, Miss Davis showed them LOOK AND DO.

She opened it to the first page. On this page was a picture of Bill. On the next page was a picture of Susan.

"What are we going to do with them?" they asked.

"What do you think?" said Miss Davis.

"Color them!" said several children.

"Yes," said Miss Davis, "and while you are doing it, think of something Bill or Susan *might say*."

This group went to their seats, and Miss Davis asked another group of ten children to come and work with her. They told stories

about the sequence pictures too. Then they went to their seats and colored Bill and Susan. Miss Davis suggested that they think of something that Bill and Susan *might do* in their dress-up clothes.

She then asked the third group to come to the reading chairs. They talked about the sequence pictures. As Miss Davis gave them Bill and Susan's picture to color she said, "Think of what Bill and Susan *will do next* when they take off their dress-up clothes."

Each group worked with interest. Each group had a different question to think about.

Miss Davis suggested that the children look at library books when they had finished. She asked them to remember something interesting to tell about one book. This prevented their just turning pages aimlessly.

Other activities of the day followed. Later Miss Davis called all the children together. They talked about the pictures they had colored and how they could be improved. Some children told what Bill and Susan could be saying; others told what they could be doing; and still others told what they would do next (when they took off their dress-up clothes). Miss Davis encouraged each child to contribute to the discussion.

"You may take your pictures home," said Miss Davis. "Tell mother and daddy that Bill and Susan are the children about whom you will read many stories while you are in the first grade."

Before the children went home each child who had looked at a library book told something about the book he had chosen. Miss Davis was pleased at the variety of interests shown.

"I have observed Dick closely since Monday," thought Miss Davis, as she picked up her diary. "He does not respond to requests. He pays no attention. This attitude could hinder his success in learning to read. I will bring my chimes to school tomorrow and ask him to strike a soft note when it is necessary to have the attention of the group. Perhaps this responsibility will help Dick. I will try to follow through requests I make of Dick, and I will also talk with his mother."

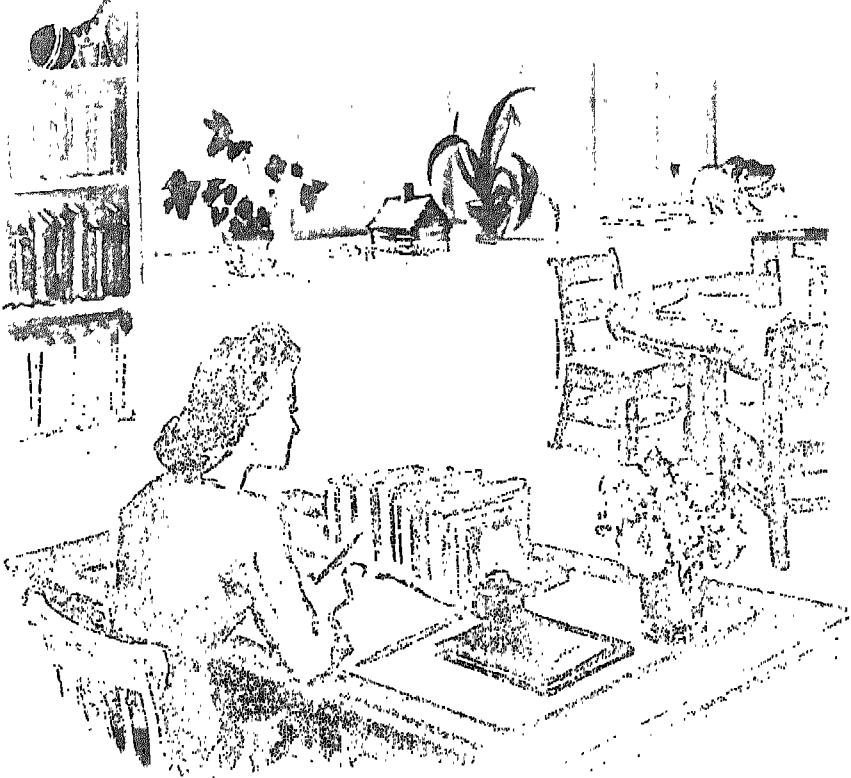
Miss Davis wrote in her diary under Dick's name:

Does not respond to requests.

Under Patty's name she wrote in her diary:

Doesn't know how to work and play with other children.

Then she tried to think of ways in which she could help this timid, individualistic child to take her place in a group and work or play with other children happily and cooperatively.



"Mary, Nancy, and Tom are well adjusted socially," she thought "I shall encourage Patty to join them in group activities. When I see her mother, we will discuss ways of providing opportunities for Patty to play with other children at home."

The next afternoon the mothers were coming for their group meeting with her. Miss Davis planned how she would explain the reading readiness program to them.

THURSDAY

Jane, Fred, Harry, and Sarah were first to arrive on Thursday morning. "Look at the bulletin board," said Miss Davis, "You'll find a message there. It tells about a surprise for you."¹

Look on the reading table.

We have some new books.

The children went to the bulletin board. They saw some words on a piece of paper. They couldn't read the words. They couldn't find out what the surprise was. Other children came in. They couldn't tell what the surprise was either.

Miss Davis said, "The first line tells you to look somewhere. The second line tells you that we have something new in our room."

"I know what it is," said Jane. "There are some new books on the reading table."

"That's right," said Miss Davis. "The first line says, 'Look on the reading table.' The second line says, 'We have some new books.'"

Several children went to the reading table. They found some new books which Miss Davis had brought from the school library. Miss Davis read some of the titles to them.

"Later today you may look at some of the books," she said. "You will learn many things about the stories just by looking at the pictures."

The children had some time in which they chose what they wanted to do. Then Miss Davis asked Dick to ring the chimes. She waited a few minutes until most of the children had finished putting away their work. Then she said, "What a pretty dress you have, Margaret. What color is it?"

"Red," said Margaret.

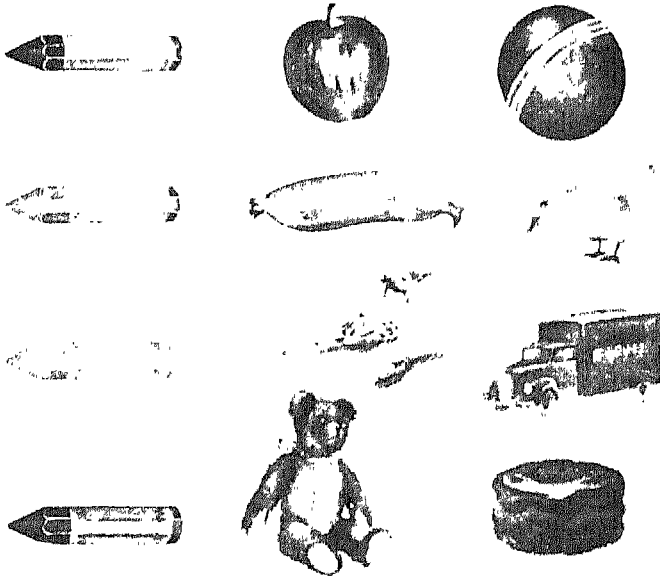
"Come and stand near me, Margaret. Is any one else wearing something red? Yes, Mary, come and stand by Margaret."

Miss Davis and the children played this game until everyone who was wearing something red stood in the front of the room. They did the same with yellow, blue, and brown.

¹ *Look* appears in BILL AND SUSAN.

Then Miss Davis suggested that some of the children look at the new books on the reading table. "Later you will have a chance to tell something about the book you choose," she said.

She called a group to her and gave them copies of OUR FIRST BOOK. "Today we are going to play a game with colored pictures," said Miss Davis. "Find this page in your book." The children matched pages in their books until they found the new page.



"What is this?" asked Miss Davis, as she held a red crayon in her hand. "What color is it? Now find one just like it in your book. Find the red apple; the red ball." PAGE 4

Miss Davis continued in this way until the children had found all the objects on the page. Miss Davis then showed them page 3 of LOOK AND DO.

"Some crayons again," cried Jack.

"That's right," said Miss Davis. "There are other things on this page, too. What is the first picture?" She pointed to the banana. "What color is a banana? Color the picture of the crayon and the

banana the same color." Miss Davis continued in this way until the children knew just how to color all of the pictures on the page before they went to their seats.

During the day, Miss Davis worked with each of the other two groups. With the slower children she took more time and checked carefully to see that they used the right colors.

Some of the children finished page 3 of LOOK AND DO and needed extra work. Miss Davis developed page 4. She went from child to child, helping each to evaluate his work as he colored the pictures.

The children did many other things that same day. They learned a new song, they listened to music, and they played rhythm games. Just before they went home, several children told something about the books they had chosen that day, and Miss Davis read a story from one of the new books.

The mothers came that afternoon for their meeting. After they had an opportunity to become acquainted, Miss Davis said, "I should like to talk with you about the work which we shall be doing the first few weeks. You have asked me why your child isn't reading from a reader. Sometimes mothers think that a child should read immediately because he has been taught his ABC's at home.

"We no longer place a reader in a child's hand his first day in school. Neither do we make use of the ABC's in teaching beginning reading. The things which we do during the first few weeks in school help children get ready for reading. We have found that they read more happily and successfully with such preparation."

Miss Davis explained that good health, social and emotional adjustment, a rich background of experiences, and a good reading environment, all contribute to success in reading. She told of the things which they were doing in school that were assisting in the development of all of these phases of growth.

"And your children do have books," continued Miss Davis, as she showed the mothers OUR FIRST BOOK and LOOK AND DO. "Every day they are working with two books which have been definitely designed to develop reading readiness." She explained how certain activities used in connection with these books helped to lay the foundation for reading.

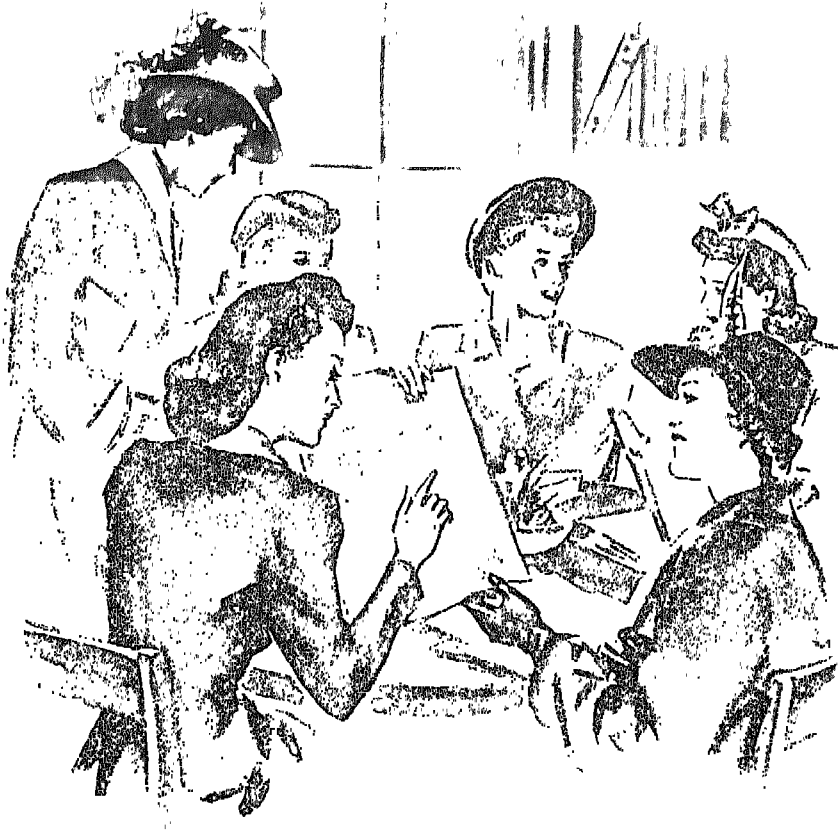
"That sounds reasonable to me," said Mrs. Black.

"Is there anything we can do to help at home?" asked Mrs. Mason.

"Yes, many things," said Miss Davis. "Teachers and mothers need to work together very closely at this period in a child's life. But the needs of children are different and it would be better to talk with you individually about ways in which you can help your own child get ready for reading."

The mothers went home, understanding why a reader was not given to their children immediately upon entrance into the first grade.

They were satisfied--and more--they were anticipating with pleasure the partnership arrangement with Miss Davis in helping their children become ready for reading.



FRIDAY

"Look," said Sarah, as she came into the room Friday morning, "I found a red leaf!"

"How pretty," said Miss Davis. "I found a yellow leaf when I was coming to school. Here it is."

Tom came in with a bird's nest. "I found it on the ground under the tree outside!" he said.

"I brought this blue pansy," said timid Patty, as she went quietly to Miss Davis.

"All of these things belong on the science table," said Miss Davis. "Shall we write about them so that anyone who comes into the room today will know what you found?"

The other children in the class had arrived by that time. Miss Davis asked Sarah, Tom, and Patty to show the children the leaves, the nest, and the pansy. They talked about them and told the color of each one.

Then the children and Miss Davis made this story:

Sarah found a red leaf.

Miss Davis found a yellow leaf.

Tom found a brown nest.

Patty found a blue pansy.

Miss Davis wrote the story in manuscript on a large piece of paper.¹ She left space after each sentence for an illustration.

"Some time today," she said, "draw pictures for our story."

After the free choice period Miss Davis asked two of the groups to draw and color some pictures for the chart story.

"How many would like to make a red leaf? A yellow leaf? A brown nest? A blue pansy?"

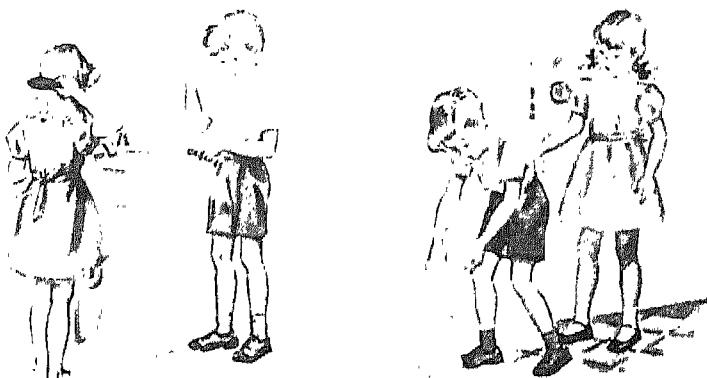
Each child in these two groups made a picture for one of the sentences in the story.

¹ While tagboard (24" x 36") is most desirable for charts, cream colored wrapping paper, newsprint, water-lined wrapping paper, or heavy butcher paper of the same size may be used. The letters should be about one inch in height.

Miss Davis called the other group to come and work with OUR FIRST BOOK again.

"Today we are going to look at some pictures of Bill and Susan doing things at home," she said. "What do you do at home? What do you do first thing in the morning? What do you do to help at home?"

After they had talked about what they did at home, Miss Davis gave them copies of OUR FIRST BOOK. They found the page in their books by comparing pictures until they came to the same pictures Miss Davis was showing them on page 5.



"Look at the first picture of Bill and Susan," said Miss Davis. She guided the discussion with questions. "What is Susan doing? What is Bill doing? Do you do the things which Bill and Susan are doing? When do you brush your hair? When do you brush your teeth?"

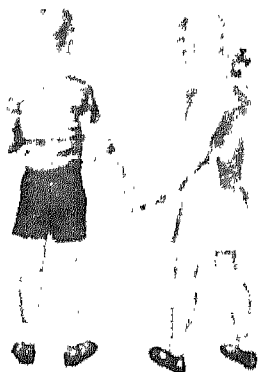
PAGES
5-6

They went on to the next pictures. Miss Davis introduced questions which would stimulate thinking as well as require a variety of answers.

"Do you suppose that this is the end of the story about what Bill and Susan do at home? Why not? Where will we find the next part of the story?"

The children turned the page and discussed the pictures on page 6.

"Who can tell the whole story?" asked Miss Davis.



James volunteered to tell the story. Miss Davis had him show the pictures as he talked, and guided him in telling each incident in the order in which it happened.

Other children had turns telling the story. While they were talking, Miss Davis made brief notes on their ability to talk fluently and in an organized manner, to express themselves well, and enunciate clearly.

Miss Davis turned to pages 5 and 6 in *Look and See*.

They talked about the kind of clothing Bill was wearing. They discussed the colors they would use for the different articles of clothing. Miss Davis told them they should use the four colors which they had used yesterday—red, yellow, blue, and brown. Some of the children also completed pages 7 and 8.

During the day the reading readiness activities were interspersed with free choice activities, games, and singing. At the end of the day Miss Davis read a story from one of the books on the library table.

All during the week the children had been getting ready to read, for

They were becoming acquainted with Miss Davis and each other.

They were having experiences in working together.

They were having opportunities to develop fluency in language expression through conversation.

They were experiencing the pleasure of looking at books.

They were listening to stories.

They were seeing and using word symbols.

They were learning that pictures can tell stories

They were learning to see details in pictures, and were having experiences in interpreting a serial story from pictures, and in supplying sequential incidents.

They were learning to identify and match colors, red, yellow, blue, and brown.

They were learning to see similarities and differences

They were having experiences in moving their eyes from left to right, and then back to the beginning of a new line in chart stories.

They were learning to handle books and turn the pages carefully.

Note:

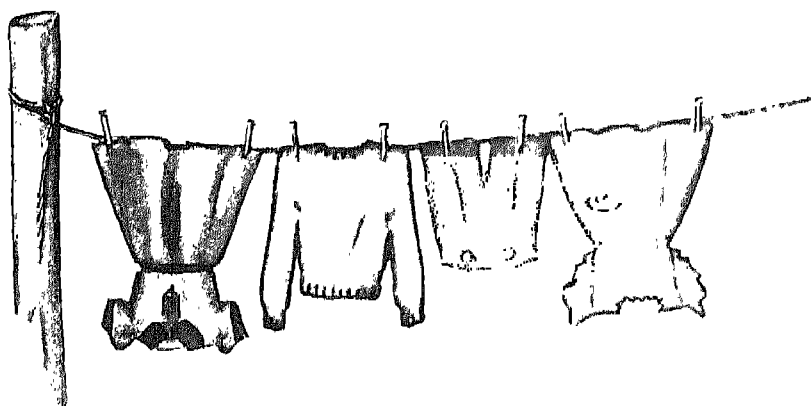
Further suggestions for guiding and evaluating the physical, emotional, and social development of the child, as well as a wealth of additional experiences contributing to growth in reading, will be found in *Teaching Children to Read—Beginning Days*, by Nila Banton Smith, published by Silver Burdett Company.

The Story of the Second Week

MONDAY

On Monday morning Miss Davis arrived at school early to make a color chart for the children. She cut some clothes from paper and placed them on a clothesline drawn on a large sheet of tagboard. The first dress was red, the sweater blue, the trousers brown, and the last dress yellow. The other four colors with which they would work were to go on the line later.¹

Next she made a notice and put it under the clothesline on the bulletin board:²



Look at the clothesline.

Cut out some clothes.

Paste them on a clothesline.

¹ From this point on we shall describe only the activities in which Miss Davis' children engaged which contributed directly to reading or to the use of the materials of the *Learning to Read* program. Miss Davis continued to utilize opportunities for building background experiences and the children continued to carry on individual or small informal group interests during the free choice period.

² *At* appears in BILL AND SUSAN.

When the children came in, they gathered around the bulletin board. Miss Davis said, "You are going to do something. These three sentences tell you what it is." (She read the three sentences.) "You may make clothes for either boys or girls. What are you going to make first, Henry?"

"A sweater."

"What will you make, Sarah?"

"A dress."

"And you, Tom?"

"A shirt."

Miss Davis gave each child four pieces of paper and asked each one to make something red, something blue, something yellow, and something brown. She gave individual help to the children who did not hold their scissors properly or had difficulty in cutting. She made brief notes about children who showed poor coordination.

"To make a clothesline of your own, first draw one on your paper. Then paste the cut-outs just like this," said Miss Davis, holding up her clothesline.

She showed the children how to spread the paste smoothly, how to place it carefully all around the edges of their cut-outs, and how to make the cut-outs stick to the clothesline by pressing them down firmly rather than pounding them.

"I will keep your clotheslines for you," said Miss Davis. "At another time we will make some clothes of other colors to paste on them."

Later Miss Davis brought out *OUR FIRST BOOK* again and called one group to come and work with the picture book. She told the other children that they might draw and color clothes on a doll's clothesline until their turns came to work with *OUR FIRST BOOK*.

The first group came to the chairs. Miss Davis asked different children to select a jar of paint and identify the color. Then they found articles in the room which were the same color. Miss Davis then held up page 7. "Find this picture in your books. Whom do you see in the picture? Where are they? What are they doing? Do you ever play ball? With whom do you play?" she asked.



PAGE 7 Then Miss Davis said, "Look at the first picture of a jar of paint and tell what color it is. Can you find anything else on the page which is the same color?"

Ann found the red ball. Tom pointed to the red roof of the birdhouse. George pointed to the red trousers which Bill was wearing.

The children continued in this way until they found objects which were the same color as each jar of paint. After they had found all of the objects of different colors on the page, Miss Davis said, "All children who are wearing something red may go to their seats. Those wearing something blue may go next. Then those wearing yellow and brown may go. Now all who are left may go to their seats."

"You may draw and color some clothes on a clothesline," said Miss Davis. "Be sure to put the clothes on your line in the same order of colors as those on the large clothesline. Those of you who have not colored Susan (LOOK AND DO, pages 7 and 8) may do that first."

Before the children went home that night Miss Davis said, "Here are two poems. See which one you would like to have me read again."

Then she read "The Swing" and "My Shadow" by Robert Louis Stevenson.¹ The children and Miss Davis talked about these poems. They voted on the one they liked. "The Swing" was the favorite.

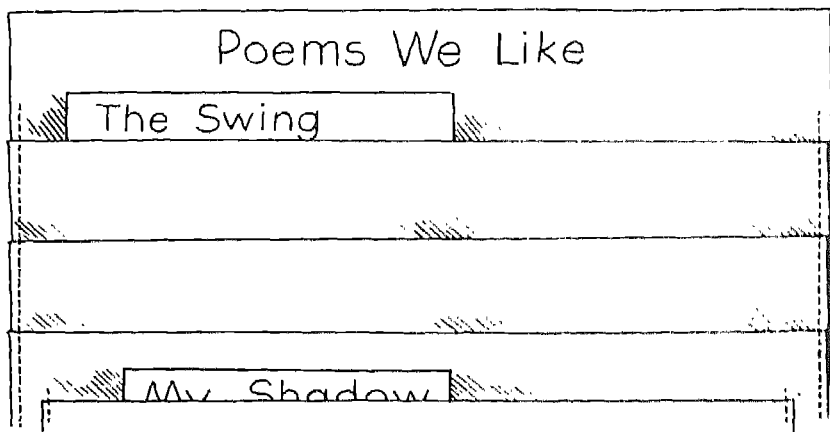
¹ See section of Stories and Poems.

"We will make a record of the poems we like best," said Miss Davis, "and then we'll know which ones to read again."

She brought a large square of tagboard suitable for a chart and lettered in manuscript at the top **POEMS WE LIKE** saying the words as she did so. The children watched with interest as they saw their spoken words put into symbols.

That night after the children went home, Miss Davis fastened strips of tagboard with tape across the large square to make pockets. She lettered "The Swing" on a strip of tagboard and placed it in the first pocket. She planned to put the names of other favorite poems in the pockets of the chart as additional ones were selected by the children.

The chart looked like this:



"Now a note in my diary before I go home," said Miss Davis to herself. "The health of some of the children in the room worries me. Dorothy is thin and sallow. She seems to lack energy. Perhaps she isn't eating the right kind of food or getting enough sleep."

And Miss Davis wrote in her diary under Dorothy's name:

*Listless, tires easily. Not inclined to enter into physical activities.
Talk to her mother.*

TUESDAY

Miss Davis planned carefully for the day. The children's experiences had included identifying and matching colors. It was time for them to begin to match shapes and forms. The ability to see likenesses and differences in shapes is fundamental in laying the foundation for word recognition.

She placed a pair of books which were exactly the same on the book shelf. She put two empty jars on her desk, and two boxes which looked exactly the same on the science table. She placed two pairs of scissors on a low table, and two pieces of chalk exactly the same length in the chalk ledge. She pinned two identical pictures on the bulletin board.

After the free choice period Miss Davis said, "We are going to play a new game this morning. It is one in which you look for two things which are exactly alike. Are you wearing any two things which are exactly alike?"

"Shoes," said Stewart.

Then other children volunteered: "My stockings are just alike." "My hair ribbons are just alike." "My two pockets are just alike."

"Are any parts of your body just alike?" asked Miss Davis.

"My two ears are just alike." "My two eyes are just alike." "My two hands are just alike." Some children even compared their fingers. "My two little fingers are just alike."

"You have found many things which are just alike on yourselves. Could you find pairs of things in the room? Do you see any two things which are just alike? Dick, what do you see?"

"Two books," said Dick. Then he went over to the table and touched the two books that were just alike.

Miss Davis continued having the children find the pairs of matching objects, giving guidance to those who needed help.

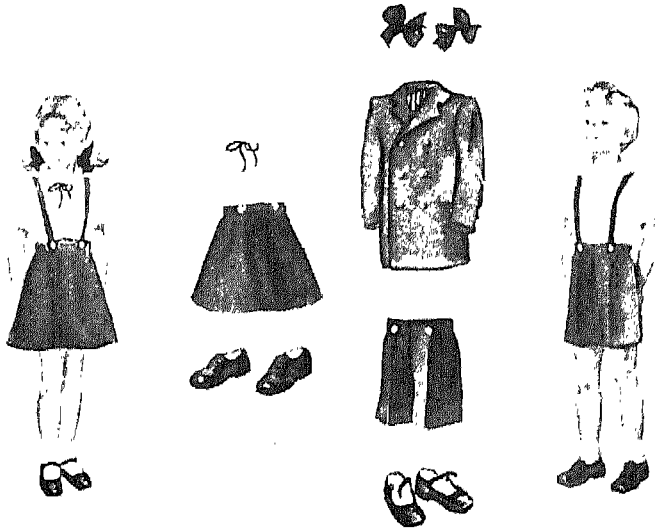
After the children had played this game for a time, Miss Davis gave some of them work to do at their seats. She gave each child an envelope containing pairs of matching pictures which she had cut from two identical magazines. Each child had a different set of matching pictures.

Miss Davis directed the children to find two pictures which were exactly alike. She told them to cut out the two pictures and lay them side by side and to do the same thing with other pictures.

The other children came to work with OUR FIRST BOOK.

"We are going to look at some pictures of Bill's and Susan's clothes today," said Miss Davis. "Before we look at their clothes, let's talk about our own clothes."

They discussed different clothes the children were wearing. They counted how many were wearing jumpers, blouses, sweaters, coats, and shirts. They talked about the kinds of material from which the different clothes were made.



Then Miss Davis gave each one a copy of OUR FIRST BOOK. She opened her book to page 8 and asked the children to find the same page in their books by matching the picture. When everyone had found the place, she said, "Here are Bill and Susan again. Point to something Susan is wearing. What is it, Jane? Yes, a blouse. Will each of you find another blouse on this page like the one Susan is wearing and put your finger on it."

They continued in this way until the children had found all of the matching pictures. Most of them were able to match the pictures readily. Miss Davis helped those who were not able to do so. She quickly made a list of those who needed help so that they could be given additional experiences.

When the children had finished matching Bill's and Susan's clothes in OUR FIRST BOOK, they talked about what they were to do with pages 9 and 10 from LOOK AND DO. Then they went to their seats and enjoyed selecting and coloring clothes for Bill and Susan because they knew just what to do. Each of them also had a set of the magazine pictures to match.



Then the children in the other two groups had turns matching pictures in OUR FIRST BOOK, and eventually in working at their seats with pages 9 and 10 from LOOK AND DO.

During the day there was time for the children to look at books which they chose from the library corner. More and more children were voluntarily going to the reading table.

At the end of the day Miss Davis read poems to the children again. Before reading the new poems she went to the poem chart. She swept her hand along under the name of the chart and read POEMS W¹ LIKE.

"What was the name of the poem you liked best yesterday?"

"The Swing," said the children.

"That's right, and here is the name," and Miss Davis held her hand under the title as she read "The Swing."

She read this poem to the children again. Then she read "My Bed Is a Boat" and "The Little Elf." This time they chose "My Bed Is a Boat" as their favorite.¹ Miss Davis lettered this title in manuscript on a card and asked Dorothy to place it in the chart.

After the children had gone home, Miss Davis wrote a few notes in her diary under John's name.

Lacks self-confidence. He seems afraid to undertake a task by himself. John's lack of confidence might be a distinct barrier in learning to read. Should be given very easy tasks in which his success will be assured. Should be praised for the simple tasks which he does well.

Then she wrote a note on Mary's page:

Is decidedly lacking in her responsibility to other people. Give her opportunities to develop with a group. Give her chance to pass OUR FIRST BOOK to the children in her group. Talk to her mother about giving Mary small responsibilities at home.

¹ See section of Stories and Poems.

A new girl came to school Wednesday morning. Her name was Shirley. Miss Davis introduced her to the other children. Then she said, "Shall we make a welcome note to place on our bulletin board so that everyone who comes in will know that we are happy to have Shirley with us?" They made this message:¹

Hello, Shirley.

We are glad you are here.

Miss Davis wrote the note in manuscript and put it on the bulletin board. Then she said, "This is for you, Shirley. I will read it to you." She swept her hand along under the words as she read the two sentences. Then several of the children read the sentences.

Miss Davis gave the children large pieces of paper. "Let's draw pictures to show Shirley some of the things we have done since school started," she said. "You may draw anything you choose and color it. Later today we will make a book of your pictures for Shirley."

PAGE 9 One group came to the chairs to work with OUR FIRST BOOK while the others drew pictures.

"How many of you have had a birthday lately? How many of you will have a birthday soon?" asked Miss Davis.

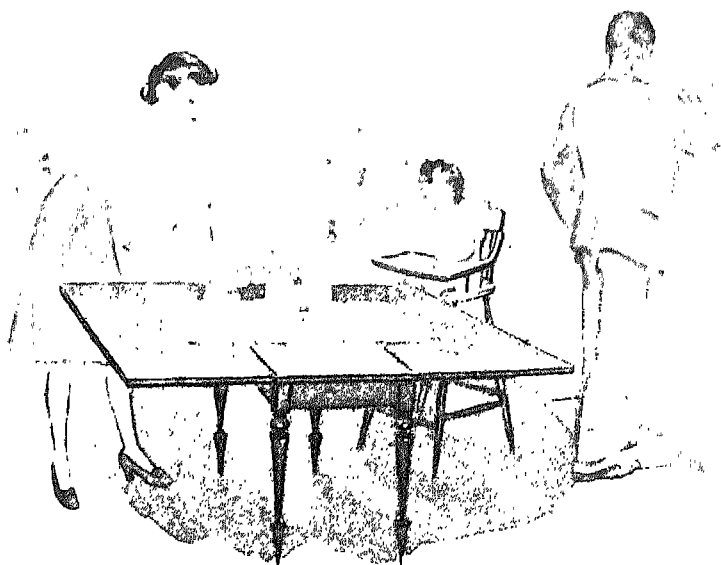
As the children talked about their birthdays and birthday parties, she discovered that Dick was to have a birthday the next day.

"How many of you have a baby brother or sister in the family? Has he had a birthday yet?" Some of the children told about the last birthday of the baby in their family. "Today we are going to look at a picture of Bill and Susan's family. Here it is," said Miss Davis, as she held up page 9 of OUR FIRST BOOK, and each of the children found the same picture in his copy of the book.

"Who do you suppose these people are?" asked Miss Davis.

"Bill and Susan's mother and daddy," "Bill and Susan's baby sister," "Bill's baby brother," came the answers.

¹ You and here appear in BILL AND SUSAN.



"The baby is a girl," said Miss Davis. "She is Bill and Susan's baby sister."

As the children found *Mother*, *Daddy*, and *Baby* in the picture, a lively discussion started about such questions as:

"What is Mother doing? Whose birthday is it? Why do you think it is Baby's birthday? How many candles are there on the cake? How old is Baby? How many candles do you think there would be if it were Bill's or Susan's birthday? Whom do you think Daddy is going to call? What do you think will happen next?"

Miss Davis showed the children what to do with pages 11 and 12 of LOOK AND DO. She suggested that after they had colored the paper doll of Baby they might draw and color a picture for Shirley.

In the afternoon everyone had a chance to work with page 10 in OUR FIRST BOOK and pages 13 and 14 from LOOK AND DO. One group came to the reading chairs while the rest were coloring their picture of Baby.

PAGE
10

Miss Davis guided the discussion about family trips to the grocery store. "Do Daddy and Mother ever go to the grocery store together? Do they ever take Baby? In what does Baby ride? Does Baby have

any toys to play with while Mother is shopping? What does she have? Who carries home the groceries? What are some things that are groceries?"



The children found and named different pieces of clothing which each of the characters was wearing and the toys which were in Baby's buggy. Finally Miss Davis had them point to the picture of all the things in the middle of the page which belonged to Daddy, to Mother, and to Baby. This gave them valuable experience not only in matching but also in organizing ideas. When this group went to their seats, they worked with pages 13 and 14 of LOOK AND DO.

That night after school Miss Davis wrote short notes to some of the mothers, inviting them to come and talk with her. She glanced through her diary. "First I will invite mothers of children who have some physical, social, or emotional problem which has direct bearing on success in beginning reading, as well as on the total well-being of the child. I'll invite the mothers of Ronny, Frank, Patty, Dorothy, Mary, and John. These children really need help."

THURSDAY

Before the children arrived on Thursday morning, Miss Davis wrote this message in manuscript and placed it on the bulletin board:¹

Happy birthday, Dick.

Happy birthday to you.

Dick and the other children gathered around the bulletin board when they arrived and began to speculate as to what the message might say. Dick was able to pick out his own name and he thought that the other words might have something to do with his birthday. Finally Sarah guessed that they might say "Happy birthday."

"You are right," said Miss Davis and she read the message to the children.

Then they sang "Happy Birthday to You!"



Miss Davis had planned to find out something about their experiences with books at home. This morning was the logical time since they would be discussing a story-hour situation in OUR FIRST BOOK.

¹ To appears in BILL AND SUSAN.

She asked one group to come to the chairs to work with page 11 of OUR FIRST BOOK, while the other children made birthday pictures for Dick. She guided discussion around the children's own experiences with books and story-telling. She asked, "Do you have books at home? Does someone read to you? What are your favorite stories?"

The children talked about their book experiences at home. A few children gave indications of a very meager home background. Miss Davis noted the names of these children.

Then she asked Mary to pass the copies of OUR FIRST BOOK, and all the children found page 11 by matching when she held up that page for them to see.

The children discussed the picture and the story hour which Bill and Susan were having. They tried to guess the name of the story which Daddy was about to read. Miss Davis noted the stories they named. She told them that later in the afternoon she would read the story which Daddy read to Bill and Susan. Then she showed them how to color page 15 of LOOK AND DO and suggested that they might make birthday pictures while the other groups worked with OUR FIRST BOOK.

In the afternoon all of the children talked about the picture of the book from which Daddy was reading (page 16 of LOOK AND DO) and learned that it was *Peter Rabbit*. Miss Davis read the story of *Peter Rabbit*¹ and the children colored the picture.

She promised that they would hear more about *Peter Rabbit* the next day.

Soon after the children left, Ronny's mother came in. Miss Davis told Mrs. Watkins about Ronny's eyes. "I sent him to our school nurse," said Miss Davis, "and she says he needs glasses. Ronny will have a much better chance of learning to read if you will have his eyes examined." Mrs. Watkins said that she would take Ronny to an oculist immediately.

As Mrs. Watkins left, Mrs. Jones came in. After they had talked for a short time, Miss Davis said, "Mrs. Jones, did you know that Frank has a hearing defect in one ear?"

Mrs. Jones was surprised. "No, I didn't," she said.

¹ See section of Stories and Poems.

"I am having him sit in the front of the room, and will give him every consideration. It would help, however, if you could take him to a physician for a careful examination and possible treatment. Some types of hearing defects can be overcome when a child is as young as Frank."

Mrs. Jones was very grateful to Miss Davis for her interest in Frank and said she would take him to the doctor.

"How is Patty getting along?" asked Mrs. Tibbett as she opened the door. "She is such a timid little thing. I am afraid she won't tell you what she knows."

"Yes," said Miss Davis. "Patty is timid and she doesn't mingle with the other children. Does she play with other children at home?"

Mrs. Tibbett confided that Patty was an only child. "She spends most of her time around the house with me," she said.

Miss Davis explained to Mrs. Tibbett the importance of Patty's overcoming her shyness. She suggested that other children be invited to play with Patty and arrangements be made to give opportunities for Patty to be with other children outside the home.

After Mrs. Tibbett left, Miss Davis made brief notes of the conferences in her diary.



FRIDAY

"When are you going to tell us more about Peter Rabbit?" asked Sarah as she came in Friday morning. Miss Davis smiled. "A little later today when we work with **OUR FIRST BOOK**," she said.

PAGES 12-14 The children could hardly wait for the time to come. Those whom Miss Davis asked to come and look at the pictures on pages 12, 13, and 14 of **OUR FIRST BOOK** put away what they were doing. Others drew large pictures of Peter Rabbit, Flopsy, Mopsy, and Cottontail.

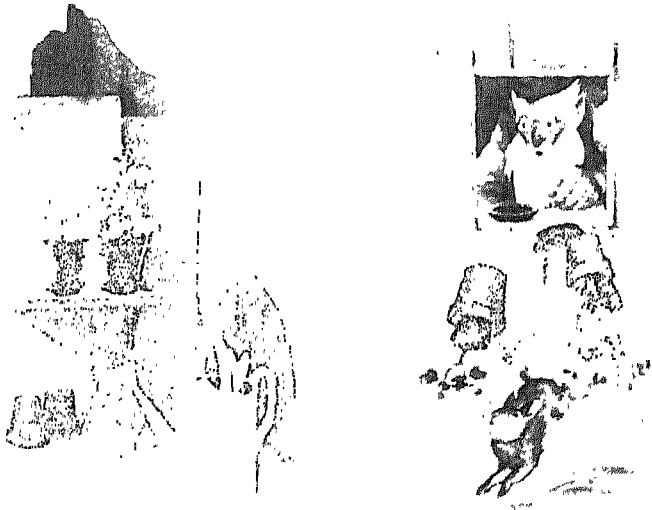


The children looked at the first picture and talked about it. They looked at the next picture and talked about it. "What happened in between the two pictures?" asked Miss Davis. After a few children had mentioned various possibilities, they went on to pages 13 and 14 and talked about these pictures in the same way.

Miss Davis asked Buddy to tell the story all the way through, following the pictures as he did so. Buddy was very fluent in oral expression and was able to tell the story without help.

"Jane, can you tell the story for us?" asked Miss Davis. Jane was not able to tell the story unaided. She stopped frequently but Miss Davis helped her by asking such questions as "What did Peter's mother say next? Who came into the garden?"

Patty was next asked to tell the story. She could not get started. Miss Davis asked her questions about each picture as she went along.



"Whom do you see in the first picture? What is Mother Rabbit saying? Where is Peter in the second picture? What is he doing?"

After the children had been guided to express themselves as well as possible in terms of their individual abilities, Miss Davis showed them how to make a Peter Rabbit book of their own (LOOK AND DO, pages 17 and 18).



As usual all of the groups had a chance to work with OUR FIRST BOOK and LOOK AND DO. Several of the children had brought their favorite story books to school. In the afternoon each child showed his story book to the class and told the story to the other children.

And that is how the second week ended for the children. As they left, Mrs. Crawford came in to talk about Dorothy.

Miss Davis said, "I want to talk about Dorothy's health. I wonder why she tires so easily and doesn't care to play. Is she getting plenty of sleep?"

In her talk with Mrs. Crawford, Miss Davis found that Dorothy was going to the movies three or four times a week, and that the family frequently had company and Dorothy begged so to stay up that Mrs. Crawford "didn't have the heart to send her to bed." She discussed the necessity of Dorothy's getting more sleep.

"That is how you can help Dorothy get ready for reading and help her become a strong, robust child."

After Mrs. Crawford left, Miss Davis talked about John and his lack of confidence in himself with Mrs. Townsend who had just arrived. Mrs. Reeves came before Mrs. Townsend left. After saying good-by to John's mother, Miss Davis and Mrs. Reeves discussed Mary and her lack of responsibility to others.

After they left Miss Davis said to herself, "These were important steps in getting Dorothy and John and Mary ready for reading.

"Let me see just what has been accomplished this week." And in the back of her diary she noted these points:

The children have continued the first week's learnings in increasingly complex situations.

They have matched and classified real objects and pictures of objects.

They have been introduced to the number concepts *one* and *two*.

They have listened to poetry.

They have discussed their home experience with books.

They have heard and retold *Peter Rabbit*.

They have had experience in cutting and pasting.

Children needing social and emotional adjustment have had help.

Children with physical defects have been given attention.

The Story of the Third Week

MONDAY

Jane came in with a pretty stone flecked with shining bits of mica. Gene followed with a lovely brown acorn. "More things for our science corner," said Miss Davis. "Shall we label each one so we will remember who brought them?" She wrote on cards:

Jane found this stone.

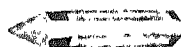
Gene found this acorn.

She had each of the children place what he had found on the science table with the card. Then she made similar labels for the other objects.

When it was time to work with OUR FIRST BOOK, Miss Davis said, "While we are working with OUR FIRST BOOK the rest of you may draw a picture of your favorite story. It may be a picture of a story that I have read to you or a picture of a story that has been read to you at home. Later you may show us your pictures and tell about them."

Then one group came to work with page 15 of OUR FIRST BOOK.

PAGE
15



"Another color game," said Miss Davis. "What color is this first crayon? What else do you find on this page that is purple?"

"Grapes," said Tommy.

"That's right. The grapes are purple," said Miss Davis.

When the children had finished working with this page, they went to their seats and colored the pictures on page 19 of LOOK AND DO. Then they drew pictures of stories.

In the afternoon Miss Davis asked them to show the pictures they had drawn and tell a story about them. She said, "These pictures are good. What shall we do so that we can look at them whenever we wish?"

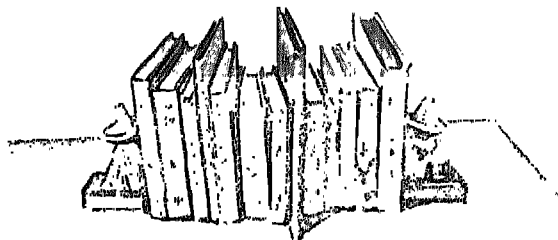
"Put them on the bulletin board. Put them around the room. Make a big book out of them," were suggested. The children decided to make a book to keep on the reading table with the other books.

There was time for Miss Davis to read a story before school was dismissed. She asked Shirley (the new pupil) to select a story book from the library corner. The children enjoyed listening to the story.

That night Miss Davis began to make plans for grouping the children according to ability.

"Evidences of decided differences in ability are becoming apparent now," she thought. "Some of the children are getting along extremely well. Others are falling behind and show that they need additional help. Before dividing them into ability groupings, each child should be carefully considered. My diary will supplement my unrecorded observations. It is time now to give an intelligence test to secure additional information about each child."

Miss Davis went to the principal's office and procured copies of a primary group intelligence test to give to all of her pupils in the morning.

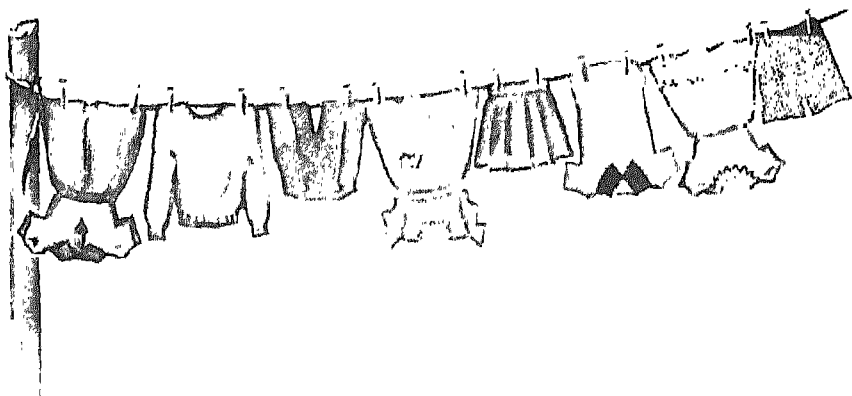


TUESDAY

After the general discussion period which the children enjoyed each morning, Miss Davis brought out the clothesline color chart which she had prepared the week before.

“Do you remember our clothesline cut-outs?” she asked. “I am going to add some more clothes to my clothesline this morning. Watch me paste a purple skirt right here, and this green shirt here, and this orange dress here, and these black trousers last.” She pasted the different colored clothes on the color chart as she talked.

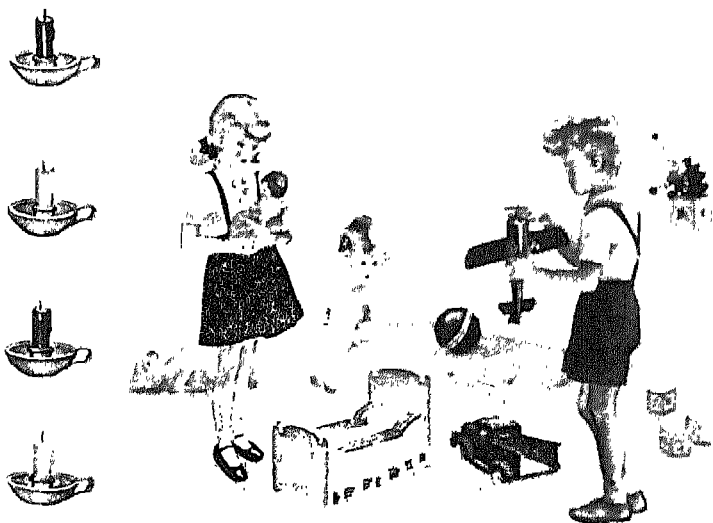
This is the way the completed color chart looked:



Miss Davis gave the children the clotheslines which she had previously collected and saved.

"First you may make something purple for your clothesline. What is purple on my clothesline? Show it to me, John." The children named all of the colors. Miss Davis reminded the children that although they might make any kind of clothes they liked, the colors of the clothes must be pasted on their clotheslines in the same order as on her chart.

Then Miss Davis said to one group of children, "I have a new game for you this morning. This little book is filled with pictures with which you will do interesting things." She then gave the group intelligence test to the children in groups of ten, carefully following the directions. The other children worked on their clotheslines.



PAGE
16

That afternoon the children working with page 16 of *OUR FIRST BOOK* talked about the pictures and the colored candles. They found all the objects in the picture which were the same color as each of the candles. After this they went to their seats and colored the pictures on page 20 of *LOOK AND DO* and made a picture of their favorite story.

Later all the children played some color games with Miss Davis. They found as many things as they could which were purple, things which were green, things which were yellow, and things which were red.

Then they played a guessing game. Miss Davis said, "I am thinking of a color. What is it?" Then different children had a turn pointing to colors on the large clothesline color chart and asking, "Is it red? Is it yellow?" and so on, until they guessed the color which Miss Davis had in mind.

When the children had left, Miss Davis scored the intelligence tests. Her experience with the children (together with the test results) led her to believe that the classification would fall into three groups: a fast-moving group who might be ready for the first Pre-Primer after about four weeks' work with *OUR FIRST BOOK*; an average

group who would require at least six weeks of reading readiness preparation; a slow group who would need ten or twelve weeks before they would be ready for the first Pre-Primer. She carefully considered each child: his physical fitness, his mental equipment, his social and emotional development, his home background, and the way he had responded in the various reading situations during the first two weeks of school.

After she had classified the children's names according to these groups she thought, "Of course, this classification is just temporary. The groupings must be kept very flexible. It must be possible to change the children from one group to another depending on their needs. The reading readiness tests which will be given from time to time will contribute additional information concerning these needs.

Miss Davis considered what she might expect from each group in terms of achievement. From this time on she planned to let the fast-moving group (Group I) go along as rapidly as possible, covering as many pages of OUR FIRST BOOK and LOOK AND DO as they were able to do easily and profitably.

She would do the same thing with the middle or average group (Group II). She would not expect them, however, to move as fast as Group I, and she intended to supplement their work in the readiness books with any additional enrichment material which they might need.

As for the slowest group (Group III), they were the ones who would require additional enrichment experiences.



WEDNESDAY

The first thing Wednesday morning Miss Davis reorganized the class into three groups according to the classifications she had made.

To avoid making the children conscious of gradations in ability, Miss Davis decided to refer to each group as those working with Sarah or Dick or Patty, changing the name she mentioned each day. This would keep the informality already established.

Differences in ability were becoming apparent. Group I which was now able to work faster could do pages 17, 18, 19, and 20 of *OUR FIRST BOOK* in one day. Group II should be able to do page 17 in one day and 18 and 19 the next. Group III definitely needed more experience in identifying and matching colors before undertaking any additional work in *OUR FIRST BOOK*.

After the free choice period Miss Davis suggested that those working with Sarah (Group I) choose books from the library corner and that those in Patty's group (Group III) make a picture of two things in the room or two things they were wearing that were exactly alike. She asked them to put their finished pictures in a neat pile on her desk. She planned to keep samples of each child's work in individual folders as a record of progress throughout the year.¹

PAGE 17 She asked the children working with Dick (Group II) to come to the reading chairs. They discussed their pets as Miss Davis asked:

"How many of you have a pet? What kind of pet do you have? Where did you get your pet? Where does your pet sleep? What does your pet eat? What do you do to take good care of your pet? What are some tricks that your pet can do?"

Then Miss Davis said, "The next page in *OUR FIRST BOOK* will tell you where Susan got her pet."

The children turned to page 17, and Miss Davis guided their discussion with such questions as these:

"Where is Susan? What pets do you see? Do you see the mother cat? How many kittens are there? What vegetables do you see? What

¹ From this point on we shall not discuss what Miss Davis did in detail each day with Group I and Group III, but will tell the story only of her work with Group II, mentioning Group I and Group III incidentally. The weekly summaries covering Group I will therefore anticipate some of the steps presented later for Group II.



groceries do you see? Do you suppose the grocery man will give Susan a kitten? What will Susan do after she gets her kitten? What will she call it?"

The children talked freely and Miss Davis gave individual help as needed. She told them that Susan named her pet Fuzzy.

They discussed the pictures on pages 21 and 22 of LOOK AND DO. Miss Davis told the children that they might color these pictures while she was working with Groups I and III.

In the afternoon Group II worked with page 18 of OUR FIRST BOOK. As Miss Davis had looked at the purposes for this page, she knew that one statement was, "To give experience in anticipating the new word by supplying a word in oral context."

PAGE
18

She guided the children in their work with this page by saying, "Look at the first row of pictures. Find the squirrels. How many squirrels are there? Find the three kittens. Find the one kitten." She continued in this way until the children had identified each picture. Then she asked them to complete a sentence about one picture in each row. (See page 48, OUR FIRST BOOK.)

A few children made the wrong responses. Miss Davis jotted down their names. She planned to do some extra work with them the next day, giving them sentences to complete. Later both Groups I and II told the story of Susan and Fuzzy with the pictures they had colored.



After the children went home Miss Davis planned some extra enrichment activities for the slowest group.

Since pages 19 and 20 called for the skills of classifying and matching objects requiring careful discrimination, Miss Davis made note of several additional experiences which might provide the children in Group III with more practice on these skills.

"Probably some of the children in Group II will need a little extra practice on these skills also. These children could join Group III for a period or so while we are working with enrichment materials."

She cut several animals from magazines and pasted each one on a piece of tagboard. "These can be used for classification purposes," she said, "and they will provide experience in supplying a word in oral context. Now for additional material to use for matching experiences."

Miss Davis glanced through magazines and picture books containing pictures of pets. She cut matching pictures from duplicate pages and mounted the picture of each pet on a piece of tagboard.

"Everything now is ready for tomorrow," said Miss Davis.

THURSDAY

Dorothy brought a potted plant to school.

"How can we take care of our plant?" asked Miss Davis.

"We need someone to water it every day," volunteered Buddy.

"Who is a responsible person, that is, someone who won't forget?"

Miss Davis asked. Several children said they would be responsible for various classroom duties.

Miss Davis listed the duties on the board like this:¹

Ways We Can Help

Mary will water the plant.

John will feed the fish.

Kenneth will put the books away.

Miss Davis asked, "How many of you know what Mary is to do?" and she swept her hand under "Mary will water the plant" as the children replied.

She continued in the same way until the children had responded similarly to all of the sentences.

When Group II came to work with OUR FIRST BOOK, they turned to page 19. "What kind of store do you see in the upper right-hand corner? What other kind of store do you see on this page? How many of you have been to a bakery? What are some foods you would see at a grocery store? What are some foods you would see at a bakery?"

PAGE
19

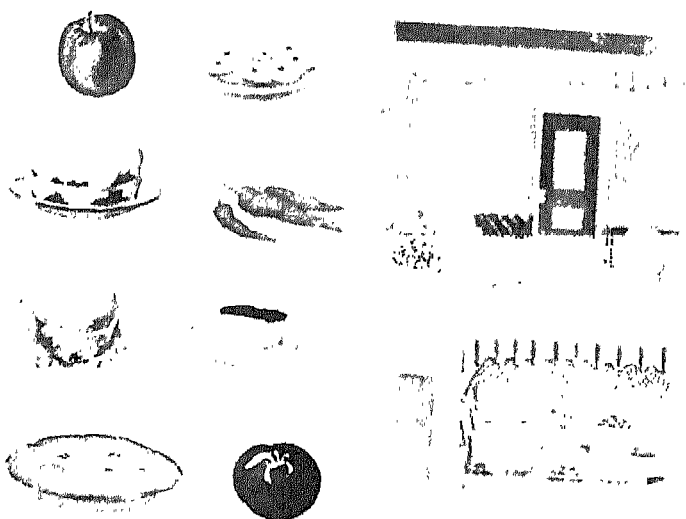
The children answered these questions, and some of them told of their personal experiences in grocery stores and in bakeries.

"Now," said Miss Davis, "look at the first thing on the left side of the page (pointing to the apple). What is it? Does it belong in the grocery store or the bakery?"

She continued in this way until the children had discussed all the objects on the left side of the page.

¹ *Help* and *away* appear in BILL AND SUSAN.

When the children went to their seats, they colored the grocery store pictures on page 23 of LOOK AND DO. They drew pictures of objects seen in a grocery store on page 24.



PAGE
20

During the afternoon period Group II worked with page 20 of OUR FIRST BOOK.

Miss Davis said, "Look at the first picture. What is it?" Some of the children called this picture "lettuce." Miss Davis explained to them that it was a head of cabbage. "Move your eyes to the right and see if you can find another head of cabbage exactly like the first one." A few children were not able to find the identical head of cabbage. Miss Davis made notes on these as she and the children proceeded in the same way until all of the objects at the left of the page had been matched.

While Miss Davis worked with Group I and Group III, Dick's group colored the picture of the bakery on page 25 of LOOK AND DO and then, on page 26, drew pictures of things found in a bakery.

Group III needed to spend their entire reading time organizing objects according to a common source, matching more intricate forms, and supplying a word in oral context.

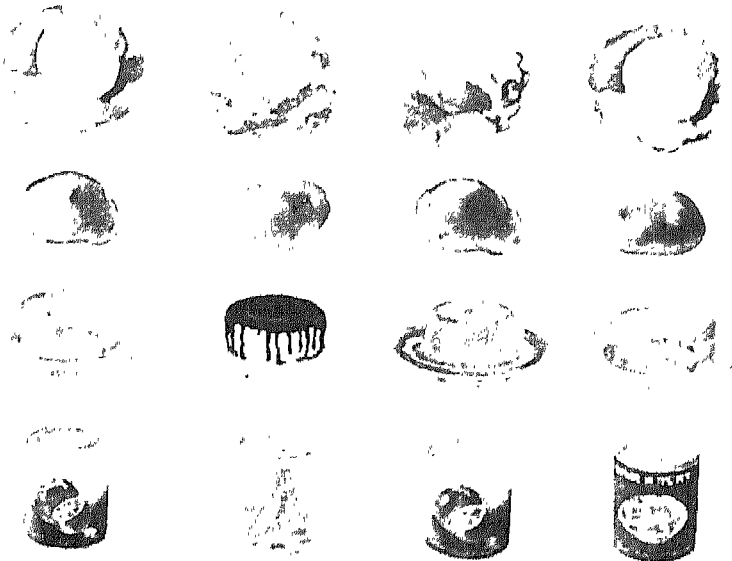
When Group III, and children requiring special help in Group II, came to work with Miss Davis, there were colorful pictures in the chalk ledge—the miscellaneous collection of pictures of baked goods, groceries, toys, clothing, and animals—which Miss Davis had prepared the night before.

“Find all of the pictures of animals, Dorothy,” said Miss Davis, and Dorothy picked up the pictures of the cat, the dog, and the rabbit.

“Do you see any other animals?” Dorothy did not, so Miss Davis pointed to the cake. “Is this an animal?” she asked. Dorothy said, “No.” Miss Davis pointed to a cow. “Is this an animal?” “Yes,” said Dorothy. “Then add it to your pictures, Dorothy. Now name all of the animals for me, saying ‘This is a cat’ and so on.”

When Dorothy had done this, several other children were asked to do the same thing with the pictures.

Miss Davis collected the classification pictures and placed pictures of kittens on the chalk ledge. “John, will you hold up one of the pictures? Can you see another kitten which is exactly like the one John is holding up?” she asked.



Grace and Ina and Fred were obviously confused. Miss Davis asked them to come closer to the picture.

"Look at the picture John is holding. Do you see the kitten's black paw? Do you see the spot over its eye? Does the kitten in this picture have a black paw and a black spot over its eye?"

"No," replied Grace and Ina and Fred simultaneously.

"Does this one? Does this one?" and Miss Davis continued in the same way until the children had identified the matching kitten. Ina held both pictures and asked the other children if the kittens were just alike.

After a few minutes of matching work, Miss Davis devoted the rest of the period to supplying a word in context.

She held up a picture of a cow. "I am going to say something about this picture and leave out a word. Think how you will finish the sentence."

Miss Davis held up a picture of the cow and said, "We get milk from a . . ."

She did this with several other pictures. She gave several sentences without the use of pictures. For example: "Nancy got Fuzzy at the grocery . . . Baby had a birthday . . ."

The children enjoyed this game, and at the same time they were doing the kind of thinking that would contribute to their ability to use context clues and anticipate the next word in later reading.

Miss Davis gave Group I the first reading readiness test (Test 1, Identification)¹ during their reading period. In this test the children were asked to identify pictures of characters whom they had met in OUR FIRST BOOK. They had no trouble at all in doing this.

Before the children went home, Miss Davis showed them a picture of her pet dog. She pinned the picture on the bulletin board, and labeled it:

This is my dog.

"Would you like to bring a picture of your pet to school tomorrow?" The children agreed to bring pictures of their pets.

¹ This test is on page 59, LOOK AND DO.

FRIDAY

Buddy, Ann, and Shirley brought pictures which Miss Davis pinned on the bulletin board with these sentences underneath:

This is Buddy's dog.

This is Ann's cat.

This is Shirley's rabbit

The other children gathered around the bulletin board and looked at the pictures of the pets. They soon learned which was Buddy's dog, Ann's cat, and Shirley's rabbit.

When it was time for the children in Group II to work with OUR FIRST BOOK, Miss Davis asked Buddy to tell about his pet dog. She asked, "Where did you get him, Buddy? What kind of dog is he? What is his name? Can he do any tricks?"

Several of the other children told about their pets.

"Bill has a pet, too," said Miss Davis. "Bill has a pet dog. The next two pages of OUR FIRST BOOK will tell you where Bill got his pet." PAGES

Miss Davis turned to page 21 in OUR FIRST BOOK and the children 21 22
did likewise. They looked at the first picture.

"Do you see Bill?" asked Miss Davis. "Who do you think the other boy is? How many puppies do you see? Do you think the puppies belong to the boy or to Bill? Do you think Bill wants one of the puppies? Which one do you think he wants?"

In the same way the children discussed the second picture, and the two on the next page. Miss Davis asked the children if they noticed the puppy's perky ears and asked if anyone could guess what Bill named his pet. (Miss Davis told the children in Group III Perky's name.)

Some of the children told the story from the pictures. Then Miss Davis had them go to their seats and color pictures of Perky and other objects that were in the pictures about which they had been talking. These were on pages 27 and 28 in LOOK AND DO.



In the afternoon Miss Davis asked some of the children in Group II to join the children in Group III as they played the picture games which they had played the previous day. Some of the children from Group II were able to give sentences for the others to complete.



When the children had gone home, Miss Davis sat down to think over the achievements of the week. She opened her diary and wrote:

THIRD WEEK

Divided class into three groups according to ability.

Each group has continued the previous week's learnings in increasingly complex situations.

Group I

Had experiences in locating, selecting, and organizing pictured objects and in retaining ideas.

Have learned to identify and match the new colors: orange, green, purple, and black.

Have been introduced to number concepts *three* and *four*.

Had experience in supplying a word in oral context.

Had experience in making auditory discriminations in words that sound alike and in saying words beginning with *b*, *r*, *j*, and *l*.

Developed understanding of characteristics of pets.

Group II

Have learned to identify and match the new colors: orange, green, purple, and black.

Have been introduced to number concepts *three* and *four*.

Had experiences in classifying objects, matching more difficult forms, supplying a word in oral context.

Group III

Had experience in identifying and matching the new colors: orange, green, purple, and black.

Have been introduced to number concept *three*.

Had experience in locating, selecting, classifying, and matching pictures and objects in OUR FIRST BOOK.

Had experience in supplying a word in oral context.

Had enrichment experiences as needed.

The Story of the Fourth Week

MONDAY

Miss Davis went to the principal's office upon her arrival Monday morning. "Mr. Hunt, I would like to give a standardized reading readiness test to my fast group," said Miss Davis. "Last week I gave them an informal identification test which they did perfectly. Friday they completed four pages of *OUR FIRST BOOK* in one class period. They will probably finish this book by the end of the week."

"Why are you giving this test now instead of at the beginning of school?" asked Mr. Hunt. "My other first grade teachers have usually given their standardized reading readiness test on the second day the children are in the first grade."

"I know that is often the procedure," said Miss Davis, "but children need time to adjust to a strange situation, to the teacher, and to the group. A teacher needs to gather many types of information from her observations and informal checks concerning the child's background, his health, his emotional and social development, and his mental maturity. A reading readiness test is only one criterion to use in deciding whether or not a child is ready for reading. When a teacher has lived with children, has gathered information concerning all of these things, and has provided special experiences designed to lay the foundation for reading skills, then the standardized and informal reading readiness tests give her additional checks."

"That sounds sensible to me," said Mr. Hunt. "You spoke about informal readiness tests. What are you using?"

"There are informal readiness tests in the back of our *LOOK AND DO* book," said Miss Davis. She showed him pages 59, 60, 61, and 62 in *LOOK AND DO*.

"What is the advantage of giving these informal tests when you have a standardized test?" asked Mr. Hunt.

"The standardized reading readiness test is a general test of reading readiness," said Miss Davis, "while these informal tests are keyed directly to the reading material which the children will be using. The pictures in this *Identification Test* and in the *Oral Context Test* are all of characters and objects which the children have met in *OUR*

FIRST BOOK and will read about in BILL AND SUSAN. The words which they match in the *Word Matching Test* are encountered early in reading BILL AND SUSAN.

"Why do you give the *Letter Matching Test*?" asked Mr. Hunt.

"Many of the standardized reading readiness tests do not include letter matching," replied Miss Davis. "However, investigation has shown that there is a high correlation between the ability to match letters and success in beginning reading. For this reason the *Letter Matching Test* is a good one to give."

"You could almost get along without a standardized test, couldn't you?"

"Yes, but I like to give a standardized test as a scientific measure of reading readiness. If it were impossible to buy one, I could get along with these informal tests, supplemented of course with my own observations and records."

After the morning discussion period, Miss Davis gave each of the children in Groups II and III a sheet of drawing paper and an envelope of pictures which she had cut from magazines.

"We are going to make a book of pets this morning," she said, as she showed the children how to fold the drawing paper to make a book of four pages. "Now each of you may cut out all of the pictures of pets which you find in the envelope and paste them in your book. There are some pictures in your envelopes which are not pictures of pets. Put them back in the envelope." This provided good practice in locating, selecting, and organizing specific items.

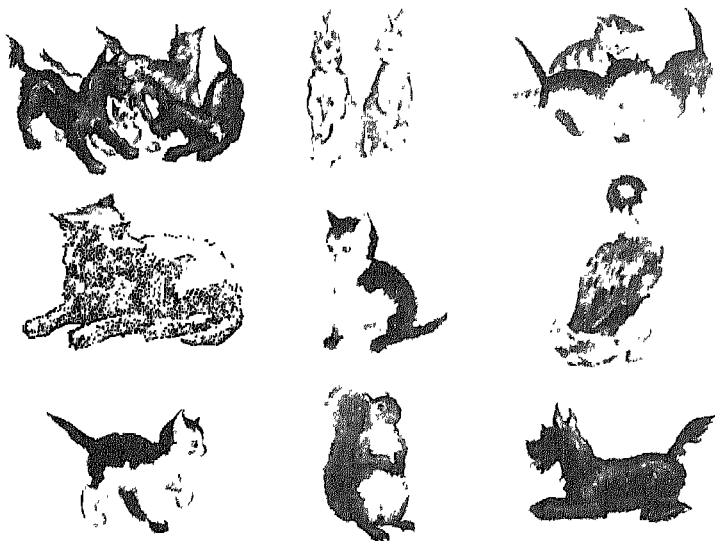
Then Miss Davis turned to Group I. "This morning we are going to have some new books filled with pictures," she said, and she passed the standardized reading readiness test and proceeded to give the test to the children exactly according to directions.

When it was time for Group II to work with OUR FIRST BOOK, Miss Davis had them find page 23 by matching.

"Look at the first row of pictures. Find the puppies," said Miss Davis. "How many puppies are there? How many rabbits? How many kittens? Find the mother dog."

She continued in the same way until the children had identified each picture. Then she asked them to point to the pictures that completed

the sentences she gave. (See page 48 OUR FIRST BOOK.) When they went back to their seats, they worked on their scrapbooks of pets.



Because children should have experience during the readiness period in recognizing words that sound alike, Miss Davis read Mother Goose rhymes. She said, "I am going to read parts of some rhymes that many of you already know. Perhaps some of you can finish the rhymes. The first one is:

Ding, Dong Bell,
Pussy's in the well . . .

Can anyone finish this rhyme?"

Nancy knew the rhyme and said it for the class.

Then Miss Davis said, "While I say part of it again, listen for two words that sound alike.

Ding, Dong Bell,
Pussy's in the well . . .

What words sound alike, Stewart?"

"Bell and well."

Miss Davis read several other couplets and the children finished the rhymes and repeated words that sounded alike. Here are some of the couplets she read:

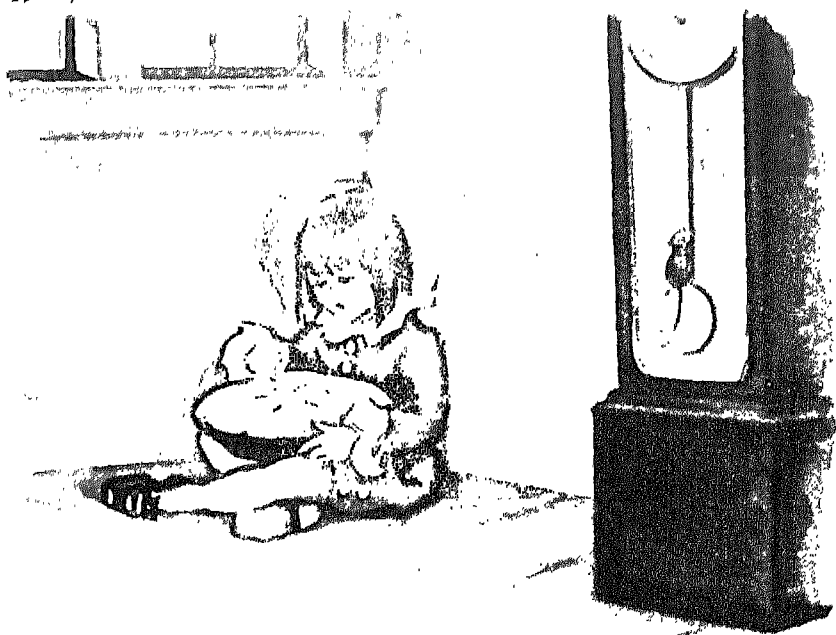
Little Jack Horner
Sat in a corner.

Hickory, dickory, dock!
The mouse ran up the clock.

Humpty-Dumpty sat on a wall.
Humpty-Dumpty had a great fall.

After the school day was ended, Miss Davis corrected the reading readiness tests of Group I. They had made very good scores.

"This week I will give the other informal tests to the children in Group I," she thought. "I will probably give them Test 2, *Oral Context* on Tuesday; Test 3, *Letter Matching* on Wednesday; and Test 4, *Word Matching* on Thursday."



"There is a question on the bulletin board," said Miss Davis as the children came in on Tuesday morning.¹

They gathered around the bulletin board. Miss Davis read the question to them. It was:²

Can you make up some good rhymes?

"Since you enjoyed listening to the rhymes last night, you might like to make up some of your own. I'll make the first one.

I saw Frank.

In front of the bank.

What words sound alike?"

"Frank and bank," said the children.

"Good," said Miss Davis. "Who has a rhyme to tell us?"

Sarah said,

"It's a nice day.

And I want to play."

"That is a good rhyme. In Sarah's rhyme, what two words sound alike?"

"Day and play," said Jane.

"Who else can make up rhymes?"

Jim, Alice, and Louise each said a rhyme. In each case Miss Davis had the children tell the words that sounded alike.

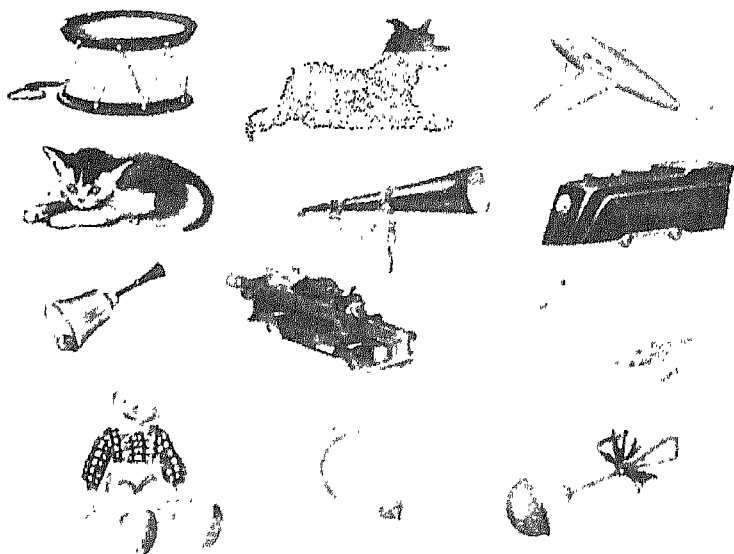
After a few more rhymes had been given, Miss Davis asked the children in Groups I and III to draw a picture of one part of the nursery rhyme, "Hey! Diddle, Diddle." This not only provided independent work, but also was a good check on comprehension.

PAGE 24 The children in Group II came to work with page 24 of OUR FIRST BOOK. "I am going to begin some sentences," Miss Davis said, holding up a piece of chalk. "This is a piece of" The children supplied *chalk*.

¹ The children in Miss Davis' room have had Kindergarten experience. If children have not had sufficient opportunities to listen to rhymes, this work with rhyming words should be delayed. Many teachers will want to spend more time on rhyming words. See section of Stories and Poems for additional rhymes.

² *Good* appears in BILL AND SUSAN.

Miss Davis held up other articles and continued in the same way. This is a (book). This is a (box). This is a (pencil). This is an (eraser). This is a (leaf).



"Now we are going to do the same thing with the pictures on the new page in our book," said Miss Davis. "Look at the first picture. Finish the sentence as I say it. This is a . . ." And the children answered *drum*. She continued in this way: "Bill's puppy was named (Perky). Up, up, up went the (airplane). Susan has a kitten named (Fuzzy). Blow the (thorn). The toy train has an (engine). Ring the (bell)."

After they had completed the page, Miss Davis asked, "What sound does the drum make?" She pointed to the drum and said, "The drum says . . ."

The children answered, "Boom, boom!"

They imitated sounds of the different animals and toys. Then Miss Davis showed them the pictures of *Perky* and *Fuzzy* on pages 29 and 30 in LOOK AND DO. They discussed the pictures, identified the pets, and went to their seats to color them.

In the afternoon the children in Group II dramatized the stories which told how Susan got Fuzzy, and how Bill got Perky. After the children left, Miss Davis looked over the tests she had given Group I and found again that most of them had done well. "I will give them the *Letter Matching Test* tomorrow," she thought. "While Group I did pages 33-36 in *OUR FIRST BOOK* today, Group III had difficulty in doing page 20. I will have to devote all of the reading time of Group III to enrichment experiences for two or three days before they work again with *OUR FIRST BOOK*. They need help in supplying a word in oral context and more help in matching, selecting, and organizing."

Miss Davis prepared materials to use with Group III in giving additional experiences which would help in laying the foundation for reading skills.

"Group II will be ready for their *Identification Test* tomorrow," thought Miss Davis, "and some of them will need to join Group III in enrichment activities."



WEDNESDAY

After the free choice period in the morning, the children recited favorite Mother Goose rhymes, said rhymes of their own, and repeated the words that sounded alike.

Miss Davis gave the *Identification Test*¹ to Group II. Groups I and III selected and arranged pictures of toys on their desks from envelopes of pictures. Miss Davis had cut these pictures from magazines and catalogs and had mounted them on small cards.

She next gave the *Letter Matching Test*² to Group I. When Group II came to work with page 25 in OUR FIRST BOOK, Miss Davis asked, "Did you ever throw a stick in the water for your dog to get? How did he carry the stick out of the water? Did you ever play ball with your dog? How did he carry the ball? Did you ever see a dog taking a

PAGE
25

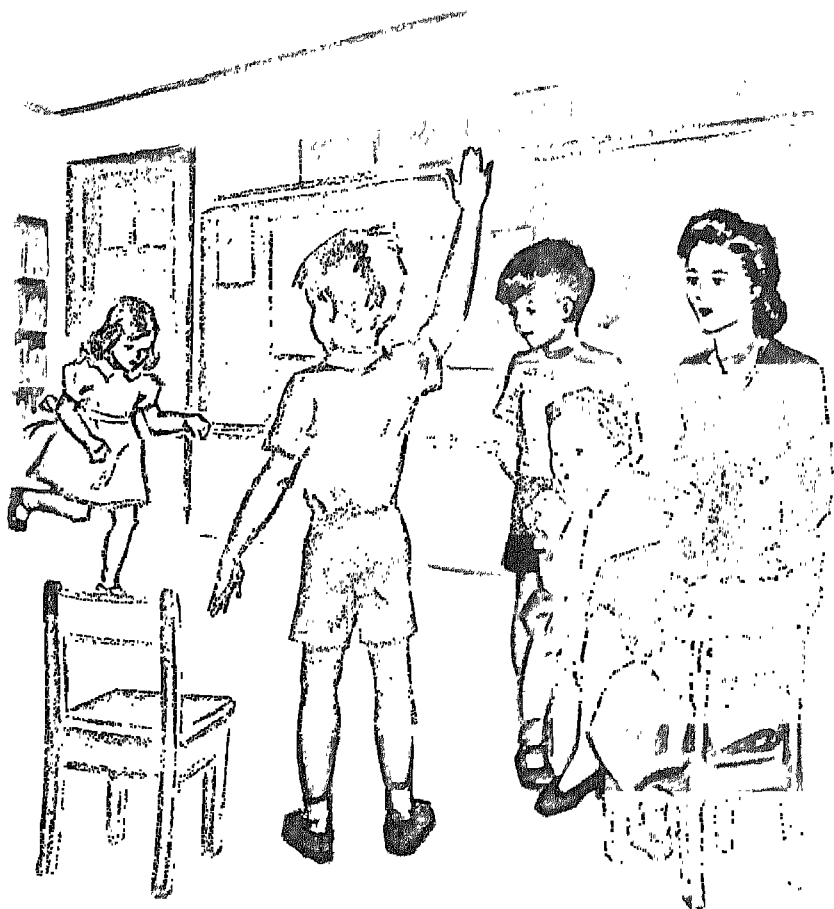


bone away to bury it? How did he carry the bone? Look at the new picture in OUR FIRST BOOK. What is Perky carrying? What is Susan doing? Is she happy or cross?"

¹ See page 59 of LOOK AND DO. ² See page 61 of LOOK AND DO.

At this point Miss Davis began to develop the concept of *Stop*, emphasizing this word in oral context because it was one of the first words to appear in *BILL AND SUSAN*. She asked, "When Susan saw Perky running away with her doll, what do you suppose she told him to do? Yes, she said, 'Stop, Perky! Stop!' Could any of you say 'Stop, Perky! Stop!' the way Susan said it?"

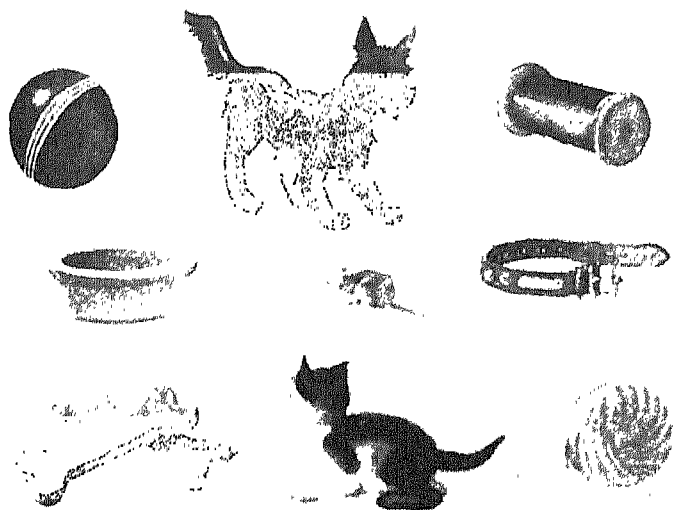
Several of the children pretended they were Susan calling to Perky to stop. Miss Davis had some of them tell a story about the picture, saying what they thought Susan might have said. Others told what



they thought happened before the picture incident and what they thought happened afterwards. Then they went to their seats and worked with pages 31 and 32 of LOOK AND DO.

In the afternoon the children in Group II were ready for page 26 of OUR FIRST BOOK. First Miss Davis guided the discussion about the children's own dogs and cats, what they liked, or what might belong to them. Then she asked questions about the pictures on the new page. "Who can find and name something Perky would like? Who can find and name something Fuzzy would like?"

PAGE
26



Then she had the children say the words *ball*, *bowl*, and *bone* for practice in enunciating *b*.

When the children went to their seats they finished pages 33 and 34 of LOOK AND DO.

At the end of the day Miss Davis checked the tests which she had given to Groups I and II. The children in Group I did well on the *Letter Matching Test*. The results of the *Identification Test* showed that some of the children in Group II needed extra work. Miss Davis planned enrichment experiences for these children and for Group III.

THURSDAY

"Would you like to say some rhymes again?" asked Miss Davis when the children had assembled on Thursday morning.

They repeated Mother Goose rhymes and some of their own. They listened for words that sounded alike.

Then Miss Davis worked with Group II. She asked, "How many of you have cats? Did you ever see your cat wash herself? How does she do it? Does your cat like to go out in the rain? Do you bathe your cat?"

PAGES
27-28

They turned to page 27 in OUR FIRST BOOK. Miss Davis said, "Look at the first picture. What is Susan going to do?"



"Water the flowers."

"Do you think Susan sees Fuzzy?"

The children talked about the pictures on pages 27 and 28. Then Jean and Ann each told the entire story, looking at the pictures as they went along.

"We are to do something new," said Miss Davis. "Can anyone tell the story without looking at the pictures?"

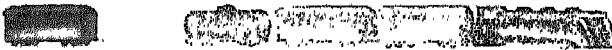
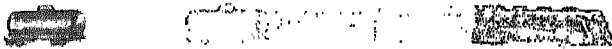
Margaret and Stewart told good stories without looking at the pictures, showing that they were able to remember a story sequence.



Miss Davis gave careful directions for pages 35 and 36 in LOOK AND DO.

In the afternoon they worked with page 29 of OUR FIRST BOOK. Miss Davis said, "Look at this train picture. Look at the first car. It is a tank car. Do you know what they carry in tank cars? Can you

PAGE
29



find a tank car in the train at the right?" Then they matched each of the other cars on the left side of the page with the same car in the trains on the right. At their seats they did this same kind of matching independently as they worked with pages 37 and 38 of LOOK AND DO.

Miss Davis gave the *Word Matching Test* to Group I.

After the children had left that night Miss Davis analyzed the immediate needs of Group II and Group III and planned special work for them as usual.

She checked the *Word Matching Test* that the children in Group I had taken. "Everyone made a perfect score on the test. Tomorrow they will be able to finish OUR FIRST BOOK," she thought. "With the work we have done, using the first page of the big book, they will be ready on Monday to begin reading their first Pre-Primer, BILL AND SUSAN."



FRIDAY

A fire in the neighborhood! The children watched the shining red fire equipment with shrieking sirens rush by! In a minute or two the sound of the sirens died away, excitement subsided, and the children were in their seats again ready to start work.

"I heard you say many interesting things while you watched the fire engine go by," said Miss Davis. "I wrote some of them down. Here they are:¹

Fire! Fire!

Hear the sirens!

See the fire engine!

See how fast it goes!

"I heard Buddy say these first words," Miss Davis swept her hand along under the words on the board. "Can you find what you said, Buddy, and say it again?"

Buddy found the sentence on the chart and said, "Fire! Fire!"

"I heard Mary say the next sentence. Mary, can you find what you said and say it again?" They continued in this way until all of the sentences had been read. Miss Davis had taken advantage of an unexpected interest to give her pupils another experience with reading symbols. The interest continued in the free choice period and Miss Davis suggested that Groups I and III draw pictures to illustrate the story for the bulletin board.

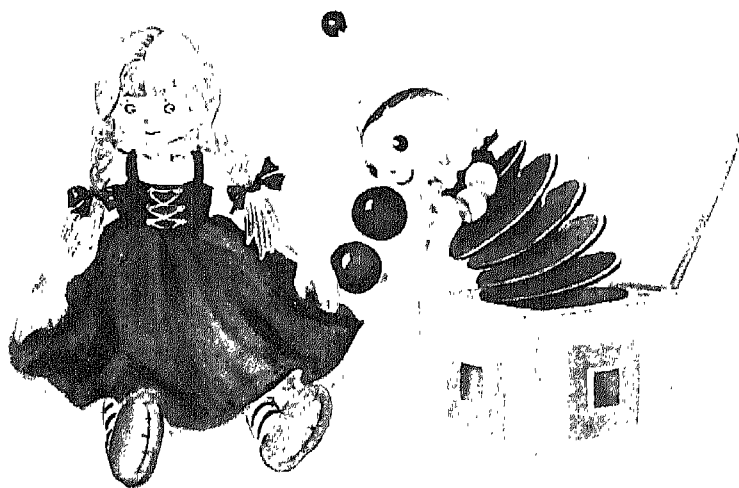
The children in Group II came to work with OUR FIRST BOOK, Miss Davis brought out a rag doll and showed the children what the word "limp" meant by demonstrating with the doll. Then she read them "Playing Rag Doll."²

¹ See appears in BILL AND SUSAN.

² From *Games and Jingles for Speech Development*, reprinted by permission of the authors, Barrows and Hall, and the publisher, the Expression Company.

I'm a limp rag doll.
I have no bones.
My arms are limp.
My legs are limp.
My neck is limp.
I'm a limp rag doll.

Then they opened their books and looked at page 30.



There was a large picture of a rag doll and a jack-in-the-box! This page not only provided a relaxation exercise but also gave the children an opportunity for special practice in enunciating words beginning with the sounds of *r*, *j*, and *l*.

"Look at this rag doll," said Miss Davis, and she read this rhyme:

Let's play rag doll,
Don't make a sound!
Fling your arms and bodies
Loosely around.
Fling your hands! Fling your feet!
Let your heads go free!
Be the raggest rag doll
You ever did see.¹

"Would you like to do what the verse tells you as I say it again?" asked Miss Davis. The children dramatized the verse, slumping down into relaxed positions during the recital of the last two lines.

"We will do this again sometime after you have been working or playing hard," she said.

Then Miss Davis said, "Let's play jack-in-the-box." She brought out a jack-in-the-box, calling attention to the fact that the box is motionless while the jack does the moving. She raised the lid of the box and, putting her fingers on the jack, made it move up and down and out and in.

Miss Davis then showed them how to do the same thing with their tongues, opening their mouths and keeping their lips and jaws motionless throughout the verse.

"Now, look at the picture on the right side of the page. What is it?" The children talked about the picture. Then Miss Davis said,

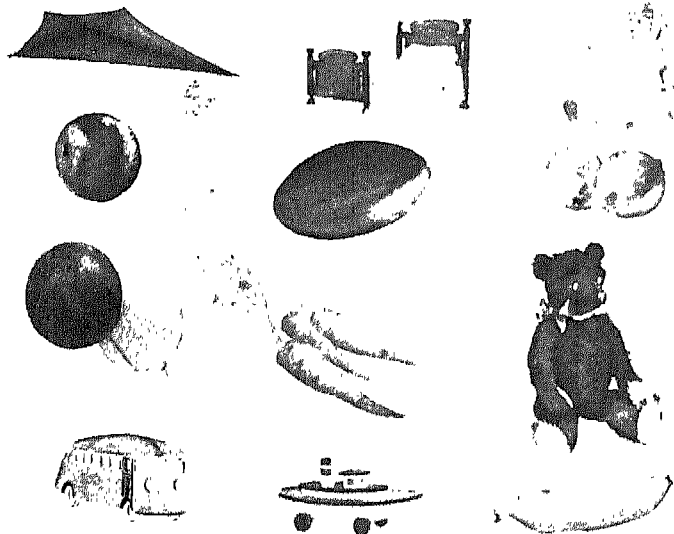
"Jack jump out,
Jack jump in!
Jack jump up!
Jack jump down!
Look in and out!
Go in and shut
The cover down!"¹

"Pretend that your tongue is the Jack and your mouth is the box." The children did this while Miss Davis read the verse again.

They went to their seats to work with page 39 of LOOK AND DO.

¹ From *Games and Jingles for Speech Development*, reprinted by permission of the authors, Barrows and Hall, and the publisher, the Expression Company.

That afternoon they worked with page 31 in *OUR FIRST BOOK*, which gave them experience in speaking in phrases and in listening to and enunciating words containing the sounds *b* and *r*.



Miss Davis said, "Look at the first picture. See what color it is. Now finish what I say. Here is . . ." Some children responded with the phrase "A red kite." Alice was asked to finish the next sentence, "This is . . ." and said, "A blue bed." The other children responded one by one in the same way as Miss Davis pointed to all of the other pictures.

"Look at the picture again and count the objects in each one," said Miss Davis. "This is one red kite (pointing to the first picture). What is this, Jim?" Jim responded, "One blue bed."

After completing this page, the children went to their seats to work with page 40 of *LOOK AND DO*.

That night Miss Davis wrote these notes in the back of her diary:

FOURTH WEEK

Each group has continued the previous week's learnings in increasingly complex situations and has had experience in composing rhymes and in identifying rhyming words.

Group I

Finished OUR FIRST BOOK and LOOK AND DO.
No serious emotional or social problems to be corrected.
Have completed all reading readiness tests satisfactorily.
Are ready to work with reading symbols.

Group II

Have had experience in supplying words and phrases in oral context.
Have had practice in auditory discrimination and in saying words beginning with *b*, *r*, *j*, and *l*.
Have matched more intricate forms.
Have told stories of picture sequences without looking at the pictures.
Have gained understandings which will contribute to their Pre-Primer reading.

Group III

Have had additional enrichment experiences in locating, selecting, classifying, and matching.

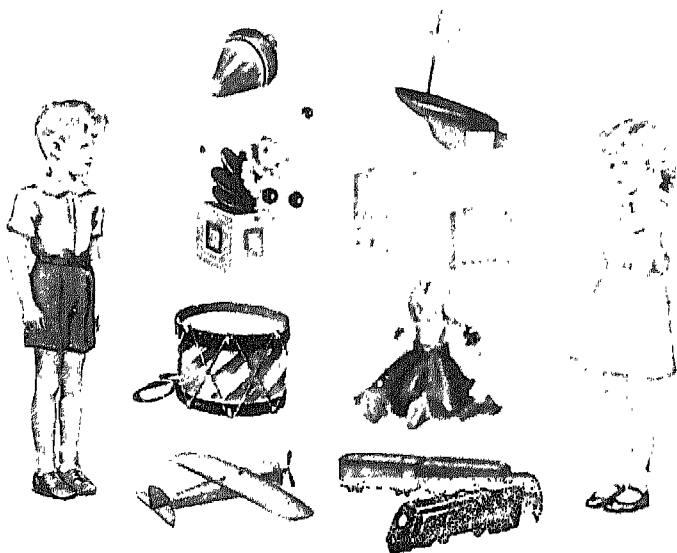
The Story of the Fifth Week

MONDAY

Today the children in Group I began to read from their first Pre-Primer, BILL AND SUSAN!¹ They had their first reading lesson and began using READ AND DO to accompany BILL AND SUSAN during their independent work period.

"The rest of us will be ready for BILL AND SUSAN, too, before long," said Miss Davis.

Then Miss Davis worked with Group III and invited Group II to join them for a part of the time.



PAGE
32

Later Group II worked with page 32 in OUR FIRST BOOK. They talked about their toys, and Miss Davis asked the boys which toys they liked the best and the girls which ones they liked the best. Then they found the new page.

First the children found Bill and then Susan. Then they found and named all the other pictures on the page. (Miss Davis asked questions

¹ For procedures for introducing and using the first Pre-Primer, BILL AND SUSAN, see page 103.

in which the response would provide for maximum experience in saying words beginning with *b*, *r*, *j*, and *l*.)

Finally the children had experience in classifying, as they found and named all of the toys which they thought Bill would like, all of those which they thought Susan would like, and all of those which they thought both of the children would like.

Miss Davis then showed them pages 41 and 42 in *LOOK AND DO*. She told them what to do with the pictures on these pages when they went to their seats.



Later that afternoon she said, "I am going to read you an old story which your mothers and fathers and even your grandmothers and grandfathers heard when they were children. You, too, may have heard the story." Miss Davis read *The Three Bears*, and the children talked about the story.¹

¹ See section of *Stories and Poems*.

TUESDAY

"I brought my favorite story book," said Russell as he came in to the room. When all the children had arrived, Miss Davis asked Russell to show his book.

"Do you know what the title of your book is, Russell?"

"*The Three Little Pigs*," replied Russell.

"Yes," said Miss Davis, "and here is where you look for the title on the front of the book. Put your book on the low book shelf under the window where other children can look at it."



PAGE 33
"Mother has just come in from shopping," said Miss Davis, as the children found page 33 in OUR FIRST BOOK. "What does she have in her hand? Do you think Susan and Bill are happy? Does your mother ever get books for you? Does she ever read to you? What do you suppose the title of the book is? No, Louise, it is not *The Billy Goats Gruff*. Yes, it is *The Three Bears*, the story I read to you yesterday."



“Now turn to the next page (page 34). Who is in the first picture? What are they doing? What do they have in their bowls?” Miss Davis asked similar questions about each page of the story. Several children told the story, some with the pictures and some without pictures.

PAGES
34-36



"Would you like to play the story of *The Three Bears* for the other children?" asked Miss Davis. "I have three bowls and three spoons which you can use. What else will you need?"



Miss Davis helped them in planning the properties and the dialogue, and suggested that they try out various children for the different parts. She wrote on the board the names of the children who were finally chosen to give the play.¹

Shirley is Mother Bear.

Stewart is Father Bear.

Jim is Baby Bear.

Ann is Goldilocks.

The children practiced the play, and then they matched the pictures on pages 43 and 44 of LOOK AND DO.

Miss Davis saved pages 45 and 46 which go with the story of *The Three Bears* for the children to use next day while she worked with Groups I and III.

Before the children went home Group II gave their play.

¹ *Mother* and *Baby* appear in BILL AND SUSAN.

WEDNESDAY

Miss Davis came early on Wednesday morning. Miss Brown, the second grade teacher, saw her taping tagboard strips on a large background piece of the same material.

"What are you doing?" she asked.

"I am making a weather chart for the children," said Miss Davis. "They have been talking lately about the rainy days. The chart will encourage them to make daily observations which will contribute to their science work and to reading readiness."

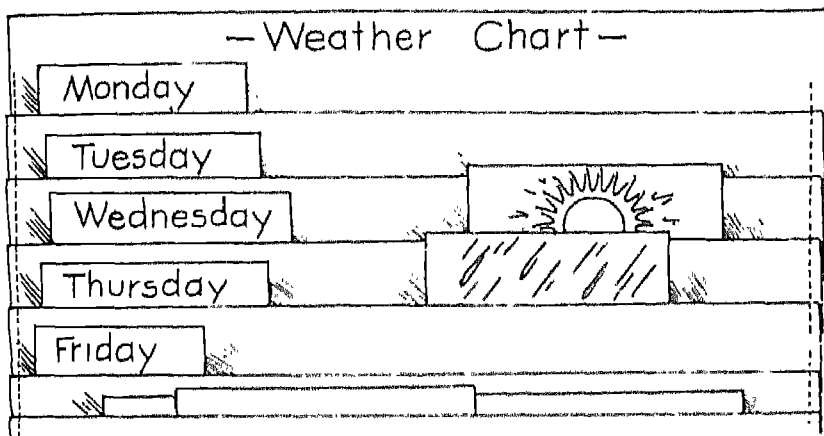
Miss Davis drew a picture showing rain, one showing the sun, one showing the sky filled with clouds, and one to indicate fog. These she placed in a pocket at the bottom of the tagboard chart.

"Where does the reading readiness come in?" asked Miss Brown.

"I will show you," said Miss Davis, and on separate pieces of tagboard she wrote *Monday, Tuesday, Wednesday, Thursday, and Friday*. She placed one of these in each pocket at the left side of the chart.

"I see," said Miss Brown. "Each day you are going to have the children place a picture which describes the weather in the pocket opposite the name of that day."

By that time the children had assembled, and Miss Davis explained the chart to them. "What day of the week is it?" she asked.



"Wednesday."

"What is the weather today? Is it raining? Is the sun shining?"

"The sun is shining."

"Can you find the picture which shows the sun shining, Mary?"
Mary held up the picture.

"This word says *Wednesday*, Mary. Place the picture in the pocket after Wednesday."



PAGE
37

Group II came to work with page 37 of OUR FIRST BOOK. "Name the characters in the first row," said Miss Davis. "What two characters in this row belong to a story you have just heard? What is the name of the story to which they belong?"

The children discussed the other rows of pictures and finally they selected all of the characters on the page which belonged to *The Three Bears*, and those which belonged to *Peter Rabbit*.

Later in the day the children completed pages 45 and 46 and fitted together pieces of a puzzle to make *The Three Bears* (pages 47 and 48 in LOOK AND DO).

THURSDAY

The children gathered around the weather chart the first thing on Thursday morning.

"What day is it?" asked Miss Davis. She placed her hand under the appropriate word on the chart. The children said, "Thursday."

"What kind of day is it?"

"Rainy."

Miss Davis wrote *It is a rainy day* on a card, and Ronnie placed it in the chart pocket opposite Thursday. Grace found the rainy day picture and placed it beside the sentence.¹

Group II and Group III painted at easels, modeled in clay, and drew pictures. Miss Davis and Group I read from *BILL AND SUSAN*. It was time for Group II to work with page 38 of *OUR FIRST BOOK*.

PAGE
38



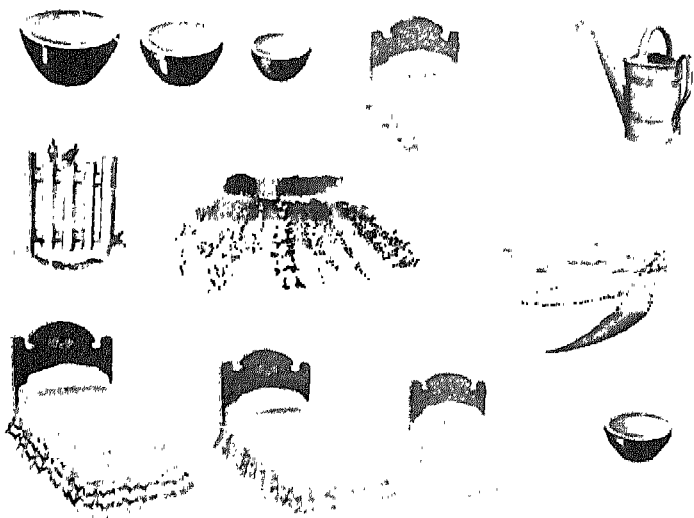
¹ Miss Davis continued the use of the weather chart for some time, and most of the children had no trouble at all when they later began reading sentences beginning with *It is*. The few who did have difficulty were referred to their weather charts for self-help and immediately found out the name of the word which was troubling them.

"Look at the picture on the first book. What is the first book about? Can you find a title on the book? Yes, *The Three Bears*. Now find the characters that belong in the story of *The Three Bears*. Look at the first picture. Who is he? Does he belong in *The Three Bears*?"

Miss Davis continued in this way until the page was completed.

PAGE
39

The next page (39) offered an opportunity for more practice in context, and in saying words beginning with *b* and in which *s* is added to make possessives or plurals.



"Look at the first group of pictures. Finish the sentence for me." "I see . . ." "Look at the next picture. This is . . ." Miss Davis continued in this way until the page was finished.

She explained to the children the new technique of drawing lines, called for on page 49 of *LOOK AND DO*. She showed them how to draw a line from the picture of each story book to the characters and objects which belonged in the book.

As the children were leaving, she said, "Jack, you were telling me about your toy train. Could you bring your train and track to school for us to see?" Jack said he would try to bring his train the next day.

FRIDAY

Jack brought his toy train and track and set it up for the children. Miss Davis put some toy figures of people near the track.

"Suppose we play that these toy people want to cross the track when the train is coming fast. What can we do to warn them?"

"Call to them," said Tommy.

"Put up a sign," said Ronnie.

"Yes, we call it a signal. Have you ever seen a signal that warns you when a train is coming? Have you ever seen one that wags back and forth?" Miss Davis demonstrated with her arm, and she drew a wig-wag signal on the board. "Have you ever seen any other kind of signal at a railroad crossing?"

Sarah had, but she couldn't describe it very well. Miss Davis asked her to draw it on the board.

"That is the kind of signal with the words STOP, LOOK, AND LISTEN on it," said Miss Davis.¹ She wrote the words on Sarah's drawing of the signal.

During the free choice period, John, Frank, and Tom worked on a wig-wag signal. Fred, Ann, and Sarah made a crossing sign. Miss Davis printed the words on the sign.

When it was time for Group II to work with OUR FIRST BOOK, Miss Davis talked with them about what precautions to take in crossing the street. Then they turned to page 40.

PAGE
40

"This is the picture of a mother and her little boy named Pete," said Miss Davis. "Where are they? What do you think Mother is saying to Pete?"

"Telling him to be careful," said Patty.

"Telling him to stop," said Ronnie.

"This rhyme tells what Pete's mother said," said Miss Davis.

"Oh, stop, look, and listen,"

Said Mother to Pete.

"Oh, stop, look, and listen,

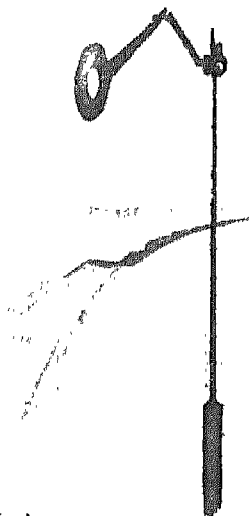
When crossing the street."²

¹ And appears in BILL AND SUSAN.

² "Stop, Look, and Listen," from *Games and Jingles for Speech Development*, reprinted by permission of the authors, Barrows and Hall, and the publisher, the Expression Company.

The children repeated the rhyme with Miss Davis, and then individually. Miss Davis noted the children who had difficulty in enunciating *st* or *s*.

"Look at the other picture. Do you see the train coming down the track? What do you see at the top of the pole? Yes, a wig-wag signal."



The wig-wag says:
 "Here comes the train!
 Wig-wag, wig-wag!
 Then watch your step,
 Here comes the train!
 Wig-wag, wig-wag!"

The wig-wag says:
 "The train goes by!
 Wig-wag, wig-wag!
 Now stand there still
 Until it's by!
 Wig-wag, wig-wag!"¹

The children repeated the rhyme with Miss Davis while different children moved the wig-wag the boys had made.

¹ "The Wig-wag," from *Games and Jingles for Speech Development*, reprinted by permission of the authors, Barrows and Hall, and the publisher, the Expression Company.

Miss Davis found that Gene was substituting the *v* sound for *w*. She showed the children how to shape their lips to say wig-wag and had them say the words after her. Then she had Gene say them alone.

"Let's say some Mother Goose rhymes again," said James. As they repeated the rhymes, Miss Davis asked the children in each case which two words sounded alike, as a preparation for page 50 in *Look AND Do*. She gave careful instructions for this page, and the children worked independently at their seats.

Later in the day she gave these same children Test II, *Oral Context*.¹

At the close of school Miss Davis took out her diary. "Let me see just what we have accomplished this week," she thought.

FIFTH WEEK

Group I

Are making steady progress in *BILL AND SUSAN*.

Group II

Have had experience in conversing, discussing, telling stories, and dramatizing.

Have had additional experience in using skills fundamental to reading: selecting, organizing, retaining pictured ideas, and supplying words and phrases in oral context.

Have become aware of book titles.

Have had practice in saying words beginning with *b, r, j, c, s, st, w,* and *l*, and plural and possessive forms of words.

Have had experience in listening for and saying words that sound alike.

Group III

Have gained important understandings which will contribute to their Pre-Primer reading.

Have had enrichment experiences, supplementing work in *OUR FIRST BOOK*.

¹ See page 62, *LOOK AND DO*

The Story of the Sixth Week

MONDAY

Miss Brown came in with some red and white asters from her garden.

When the children arrived, Miss Davis showed them the flowers, "How shall we thank Miss Brown for the flowers?" asked Miss Davis.

"We can write to her," said Nancy.

"That is a good idea. What shall we say?" said Miss Davis.

As the children made suggestions, she wrote this note on the board.¹

Dear Miss Brown,

Thank you for the pretty flowers.

We liked them very much.

The question of a signature came up. Some of the children thought Miss Davis should sign the note with her name.

Miss Davis reminded them that Miss Brown had brought the flowers for everyone. Henry then suggested that she sign it "First Grade." Since there was another First Grade, this suggestion was ruled out.

"May we all sign our names?" asked Stewart.

They decided it would be a good idea for each child to sign his own name on a piece of paper. Miss Davis said she would clip the signatures together with the note.

She cut 9 x 12 drawing paper into thirds lengthwise and gave each child a strip. Many of them wrote their first names easily. Miss Davis worked with those who needed help.

When the signatures were finished, the children discussed which ones were long, which were short, which ones looked somewhat alike, and which ones were especially well written. Miss Davis clipped them together with the note and asked Ina to take them to Miss Brown.

¹ *Thank* appears in BILL AND SUSAN.

The children had their usual free choice period. After this, Group I read from *BILL AND SUSAN* while Groups II and III worked at their seats.

Then Group II worked with *OUR FIRST BOOK*. Miss Davis asked, "What does Daddy read at home? Does he ever tell you what he has read? Does he ever read to you from a newspaper or a book? What does Mother read? Does Mother ever read anything when she is about to make a cake or a pie? Yes, Ann, she reads a *recipe* book which tells her how to make the cake or pie."

PAGES
41-42



The children found page 41 in *Our First Book* which showed a picture of Daddy reading at home. Miss Davis asked, "What Daddy reading? What is Bill doing? What is Susan doing? What else do you see in the picture? Look at every object carefully. Do you think you can remember all of the things in this picture. Now turn to the next page. Look at the first picture. Was this picture of Susan in the large picture, Ann?"

"Yes," said Ann.

Miss Davis continued in the same way until all the pictures had been discussed. Then they tried to remember the things in the picture on page 41 that were not shown on page 42. If a child gave the wrong answer, Miss Davis had him turn back to the preceding page for verification.



When the children had finished the two pages in OUR FIRST BOOK, they went to their seats and worked with page 51 in LOOK AND DO. Miss Davis showed them again how to draw the lines carefully.

In the afternoon they drew as many of the things that were on page 42 of OUR FIRST BOOK as they could remember without looking back.

TUESDAY

The first thing on Tuesday morning Peggy placed the picture showing a cloudy day after the word Tuesday. Miss Davis wrote the sentence:

It is cloudy today.

John placed it in the chart.

Kenneth had brought some seed pods to school. Miss Davis put them on the science table with a card, upon which was written:

Kenneth found these seeds.

The children had their free choice period, and then the various reading groups worked with their books.



When Group II came to work with page 43 of OUR FIRST BOOK Miss Davis asked them, "How many of you have ever seen a cricket? Tell us about it. A cricket makes a chirping noise that sounds like 'tee-dee'. He rubs one wing against a rough surface on the other wing to make this sound."

"How many of you have ever seen a bee? Where was it? What was it doing? What kind of sound did it make? Yes, Z-Z-Z."

"Now turn to the new page in the book. What do you see in the first picture? Yes, a cricket. What color is it? Yes, black. Here is a verse about a cricket:

The gay little cricket is singing today.

"Tee-dee, tee-dee, tee-dee!"

He rubs his wings and sings this way:

"Tee-dee, tee-dee, tee-dee!"

The gay little cricket is singing all day.

"Tee-dee, tee-dee, tee-dee!"

He sings at work and sings at play,

"Tee-dee, tee-dee, tee-dee!"¹

Miss Davis repeated the rhyme as the children said the 'Tee-dee' lines with her.

"Now, look at the picture of the bee. Where is it?"

"Listen to this rhyme:

Z . . . Z . . . Z . . .

Busy, busy honey bee,

Buzzing in the apple tree,

Z . . . Z . . . Z . . .

Visit all those flowers sweet!

Buzz and visit, buzz and eat!

Z . . . Z . . . Z . . ."¹

Miss Davis asked the children to repeat the rhyme with her. She noticed that Jack said "buthing" for "buzzing." She asked Jack and Harry to say the first two lines with her. Miss Davis gave Jack some individual help later in the day.

"After you finish the page in LOOK AND DO (page 52), you may draw a picture of a cricket and a picture of a bee," said Miss Davis. "What color will you make the cricket? Yes, black. The bee? Yes, black and yellow."

¹ "The Gay Little Cricket," and "The Busy Bee," from *Games and Jingles for Speech Development*, reprinted by permission of the authors, Barrows and Hall, and the publisher, the Expression Company.

She set several copies of OUR FIRST BOOK in the chalk ledge near the children's seats to help them remember which parts of the bee to color yellow and which to color black.

In the afternoon the children listened to nursery rhymes, named rhyming words, and drew pictures of some part of the rhyme they liked best.

That night Miss Davis put some new books on the library table and a picture of a stop and go sign on the bulletin board. She also detached copies of the *Letter Matching Test* (page 61) from LOOK AND DO so they would be ready for Group II the next day.



LEARNING TO READ
WEDNESDAY

The children found this notice on the bulletin board Wednesday morning.¹

Come with me for a walk.

Miss Davis read the message to them. "Where are we going?" they asked. "To see Nancy's garden," said Miss Davis. "We will cross Jefferson Avenue on the way. How will we know when to stand still and when to go?"

"There is a stop and go sign there," said Charles.

Miss Davis drew a stop and go signal on the board just like the one on Jefferson Avenue. She drew two signals and wrote *Stop* on one and *Go* on the other. She told the children what the words said.

"If we reach Jefferson Avenue just as the signal says 'Stop', what shall we do?" Miss Davis placed her hand under *Stop* on the black-board sketch.

"Stand still."

"And if the signal should say 'Go,' what shall we do?" She pointed to *Go*.

"Cross the street."

"Yes, and when we get to Jefferson Avenue, we will watch the signal carefully so that we can cross at the right time."

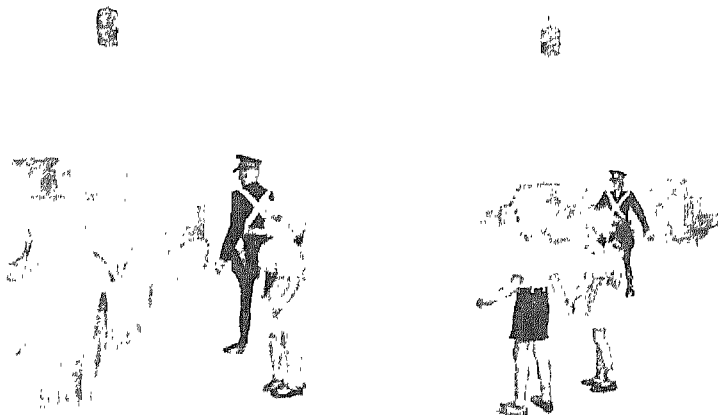
The children put on their wraps and walked down the street with Miss Davis. At Jefferson Avenue they stopped and watched the signal change two or three times before crossing on the *Go* signal.

The children admired Nancy's garden. They talked about the names of the different flowers. Nancy's mother gave them some flowers to take back to school with them. On the way back they again carefully watched the stop and go signal.

This experience was important for the children in Group II in connection with their first reading symbols, *Stop* and *Go*. It was valuable for Group III also, but later they took another walk in which they encountered a stop and go signal just before they read this page.

¹ *Come* appears in BILL AND SUSAN.

"There is a surprise for you today," said Miss Davis, as the children in Group II came to work with OUR FIRST BOOK. "There is going to be something new on this page (44)." PAGE 44



Miss Davis asked several questions about the picture: "Where are Susan and Bill in this first picture? Who is the man? Have you ever seen a policeman? Where? What does the policeman who stands at a street crossing do? Do you see the sign? Does it say stop or go? Then what do you think the cars will do? What are Susan and Bill doing?"

"Look at the word under the picture. It says . . ." The children supplied *Stop*.

"Now look at the other picture."

Miss Davis asked questions to develop the word *Go*.

Then they talked about the pictures on page 53 of *LOOK AND DO*. They went to their seats and colored pictures representing *Stop* and *Go*. (They also did page 54 from this book on the same day. Some of the children needed help with this page because it was their first independent work with pictures and words.)

In the afternoon Miss Davis gave Group II the *Letter Matching Test* which they did successfully.

THURSDAY

The children in Group II noticed in the wall chart two word cards which Miss Davis had been using with Group I.

"This says *Stop*," said Patty, as she pulled out one of the cards.

"This says *Go*," said Ronny, as he pulled out the other.

PAGE
45

Soon it was time for Group II to work with Miss Davis. They opened their books to page 45 of *OUR FIRST BOOK*.



Bill

Perky

They discussed the picture as Miss Davis asked, "Who is this? Who is with him? What is Bill doing? What is Perky doing? Do any of you ever work in the yard? What do you do?"

Then she said, "Tell me again who this is. Yes, Bill. Look at the word under the picture. This word is *Bill*."

In the same way she built up the association for the symbol *Perky*.

At their seats the children colored pictures of Bill and Perky on page 55 of *LOOK AND DO*. Then they matched the names under the pictures and colored the pictures on page 56.

Miss Davis gave the *Word Matching Test*¹ to Group II. That night she scored the tests. The children were improving in their ability to see likenesses and differences in words.

¹ *LOOK AND DO* page 62.

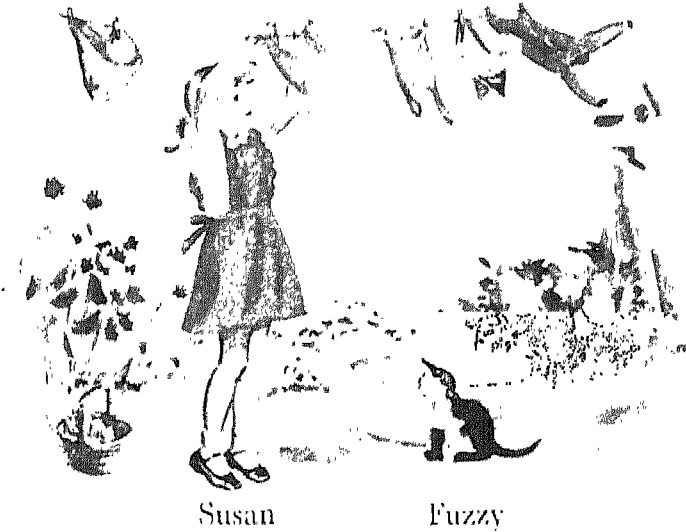
FRIDAY

This morning the children in Group II found four word cards in the wall chart—*Stop*, *Go*, *Bill*, and *Perky*.

They took turns pulling the cards out of the pocket, naming them, and replacing them in a different order.

"This is the last page in OUR FIRST BOOK," said Miss Davis to these children as they came up to work with her.

PAGE
46



Susan

Fuzzy

"What do you see here? Who is with Susan? What is Susan doing? What is Fuzzy doing? Do you help Mother hang up clothes? What else do you do to help her?"

After the children told about their own experiences, Miss Davis said, "Look at the word under Susan. What do you think this word says? Look at the word under Fuzzy. What do you think it says?"

When the children had identified the words *Susan* and *Fuzzy*, Miss Davis brought out the illustrated word cards.

"Here are the picture cards for Susan and Fuzzy. Show me Susan's name. Find Fuzzy's name." The children put the cards in the wall chart with the others and took turns identifying all six cards.

Miss Davis explained pages 57 and 58 of LOOK AND DO. Then everyone went to his seat and colored the pictures of Susan and Fuzzy and matched their names.

Miss Davis took out her diary and wrote:

SIXTH WEEK

Group I

Continued to make steady progress in BILL AND SUSAN.

Group II

Finished OUR FIRST BOOK and LOOK AND DO.

Finished readiness tests satisfactorily.

Physical, emotional, and social adjustments of individual children improved.

Increased interest in learning to read.

Group III

Continued learnings of previous weeks.

Had many different types of experiences in varied situations.

BILL AND SUSAN

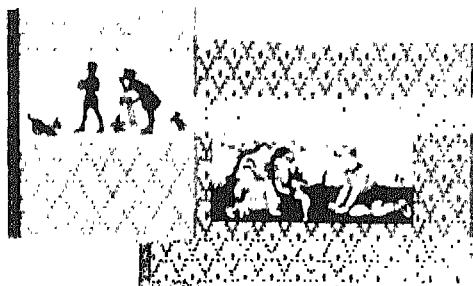




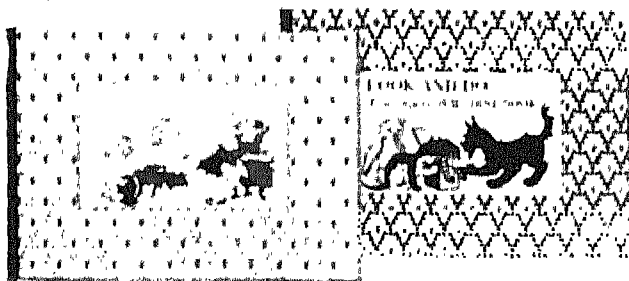
The Story of the Seventh Week

Miss Davis had spent six busy, profitable weeks guiding the beginning reading experiences of her first grade children.

The children in Group I were well along in reading BILL AND SUSAN and in using READ AND DO to accompany the Pre-Primers.



The children in Group III were still engaged in reading readiness experiences, using OUR FIRST BOOK and LOOK AND DO.



The children in Group II were ready for their first Pre-Primer, BILL AND SUSAN.

And this is what happened to the children in Group II during the next few weeks.

MONDAY

Tommy and Jimmie and Alice were the first to arrive on Monday morning.

"We are going to read today, aren't we?" asked Tommy eagerly.

"Yes, Tommy," said Miss Davis. "This is the day that we begin to read about BILL AND SUSAN."

Miss Davis had planned independent work for Groups I and III which they could do as soon as they came in.

The big
book,
2-3

Bill
Perky

When all the children in Group II had arrived, she brought out the big BILL AND SUSAN.

"This is our big BILL AND SUSAN book,"¹ said Miss Davis, as she stood it on a table, level with the children's eyes. "Aren't these lovely pictures?" She turned the pages slowly, then went back to the front cover. "Who are these children?" she asked.

"Bill and Susan."

"That's right, and this title says *Bill and Susan*. This whole book is about these children."

Miss Davis turned to pages 2 and 3. "Who is this boy?" she asked. "What does Bill have in his hand? Does he look happy? Whom do you see on the right hand page? What does Perky have in his mouth? Look at the expression on his face. I wonder what he will do.

"What is this word under Bill's picture? What is the word under Perky's picture?"

Miss Davis held up the illustrated word card² for *Bill*. She showed



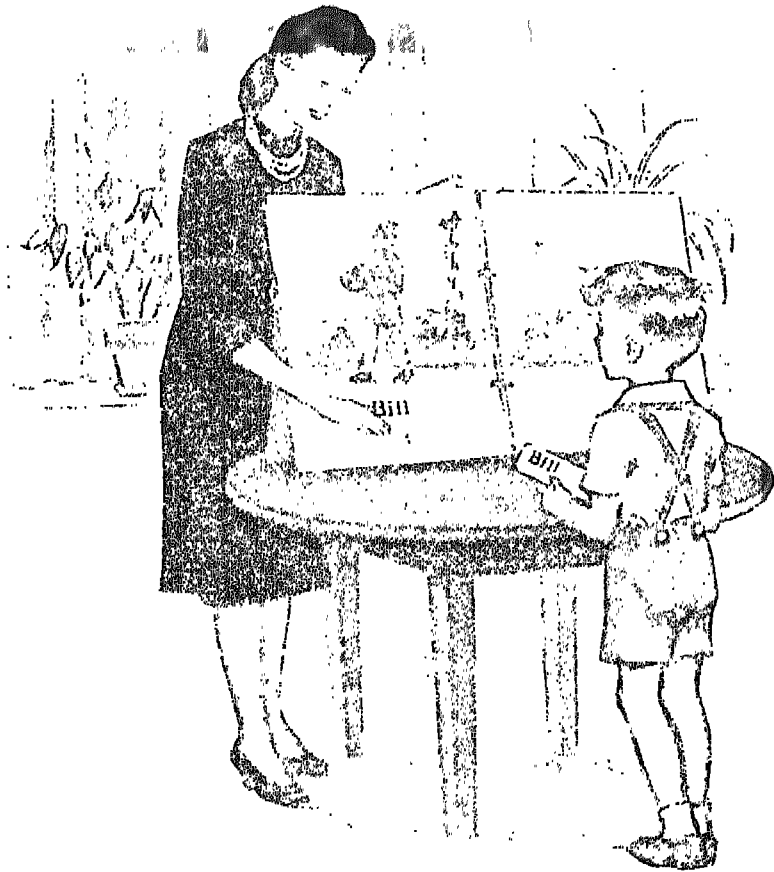
the picture side of the card. Then she showed the other side of the card and asked the children what the word was.

¹ If the big BILL AND SUSAN book is not available, this development should be given with the Pre-Primer, BILL AND SUSAN.

² If illustrated word cards are not available, word cards may be made by cutting tagboard into pieces about 3 x 5 inches and printing or writing in manuscript. One or more should be made for each of the words in the Pre-Primer vocabulary.

"Who can place this word *Bill* under the word *Bill* in our big book?" she asked.

Russell placed the word correctly and read it.



Then Miss Davis showed the illustrated word card for *Perky* and asked Henry to do the same with that card.

"We will read another page this afternoon," said Miss Davis. "Now you may go to your seats and make a large picture of *Bill* or *Perky* or anything you choose; or you may look at a book in the library corner."

Miss Davis had planned to have two short reading periods each day, one in the morning and one in the afternoon, since closely spaced short periods are more conducive to learning than fewer long ones.

When the children came to read in the afternoon, Miss Davis said, "You will remember this first page. It is about" She held her hand under the name as the children read *Bill*.

"And the next page?"

The children read *Perky* as Miss Davis held her hand under this word.

The big
book,
4-5
Stop

She turned to the next page.

"Look at *Perky*! What is he doing?"

"Running away with *Bill's* cap."

"He is running as fast as he can go, isn't he? What is *Bill* doing?"

"He is running, too," said Tommy

"Why is he running, Tommy?"

"He wants to get his cap."

"Is he saying anything, James?"

"Yes, he is calling to *Perky*."

"He is calling *Perky* by his name, isn't he?" Miss Davis swept her hand under the words *Perky! Perky!* as James read them. "What do you suppose *Bill* wanted *Perky* to do?"

"*Stop*."

"That's just what he wanted *Perky* to do, so he said *Stop, Perky! Stop!*" and Miss Davis swept her hand under the words as she read them. Then Margaret and Henry and Gene each read the sentence.

Next she showed the children the word card for *Stop*. "This is what *Bill* told *Perky* to do. Do you know what the word is? Shirley, can you find *Stop* on the new page in our big book and place this card beneath it? What was the word Shirley found? Can you find another *Stop* in the same line, James?"

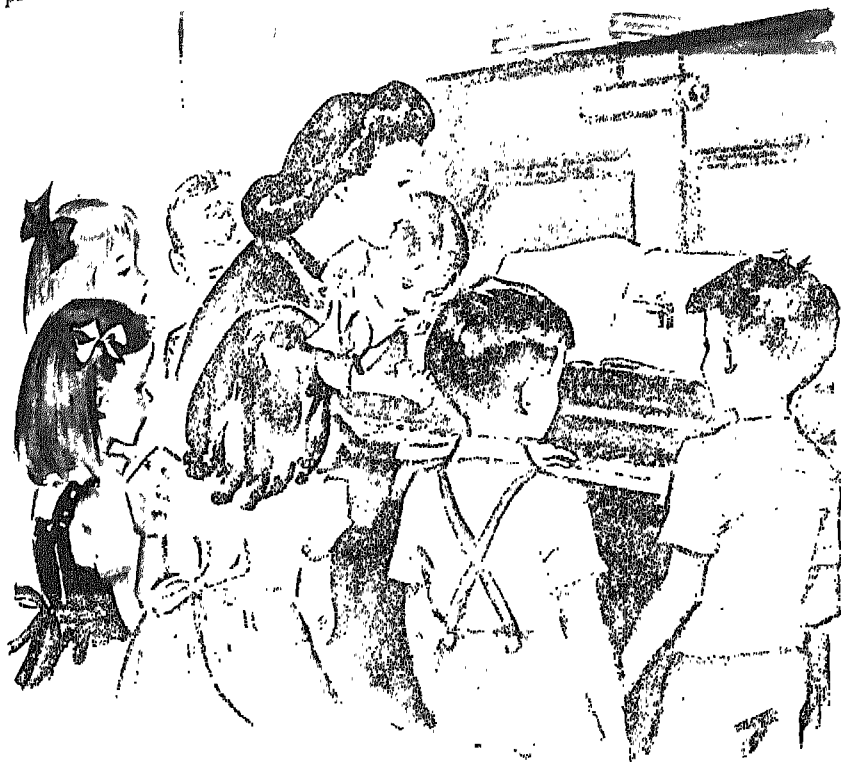
James matched the word card with the second *Stop* in the same line.

"How many times do you see *Stop* on this page? How many times do you see *Perky*?"

Tommy found the name *Perky* wherever he saw it on the page. Louise and Russell and Ann each read the two lines.

"That was splendid!" said Miss Davis. "You have read four pages in our big book today."

She gave the children large sheets of paper and asked them to make pictures of something they remembered from the story.



A large portion of the day had been devoted to basic reading. Group I had read in *BILL AND SUSAN*. Group III had continued their work with *OUR FIRST BOOK*. As always, the day's program was well-balanced. The children engaged in free choice activities, they sang songs, they looked at books, they listened to a story and to poems which Miss Davis read. These experiences contributed to the success of the reading program by giving the children a richer background for the reading content and by developing in them a deeper interest in books and in reading.

TUESDAY

"Now for more fun!" said Miss Davis, as the children in Group II came to work with their big book again.

"Whom did we read about yesterday?"

"Bill and Perky," said Margaret.

"Can you read the name on the first page? On the second page?" asked Miss Davis. She turned to the new pages, after Alice and Shirley read the words.

"Here is another picture of Bill and Perky. What is happening?" she asked.

"Perky is running away with Bill's cap, and Bill is running after him," replied Ann.

"What did Bill say to Perky?"

Several children read the sentences.

"Do you think Perky did stop?"

"Yes," "No," came the conflicting answers.

The big
book, 6
Come

"We will turn to the new page and find out. Did Perky stop?" asked Miss Davis as she turned the page.

"Yes, he is standing there looking at Bill," said James.

"That's right. When Bill said *Stop, Perky! Stop!* Perky did stop. Bill is still talking to Perky. What is he saying in the first line below the picture? Read the words to yourselves." Miss Davis swept her hand under the first line while the children read *Perky! Perky!* silently. Then Ann read it aloud.

"But that isn't all that Bill said. Look at the picture again. Why do you think Bill has put the ball on the ground?"

"He wants to get the cap away from Perky," said Jack.

"What do you suppose would happen if Bill took another step toward Perky?"

"Perky would run away," said Jack.

"I think he would. That is why Bill is just standing still and calling to Perky. What is he asking Perky to do?"

"To come to him," said Ann.

"Yes, he is saying *Come, Perky! Come!*" Miss Davis swept her hand under the sentence as she read it. Louise read the page.

"The next page tells us whether Perky was mischievous or good. What is he doing in this picture?" asked Miss Davis.

The big
book, 7
Good

"Sitting up," said Peggy.

"Giving Bill his cap," said Stewart.

"Both of you are right. Perky was an obedient dog. He was good," said Miss Davis. "What is Bill about to do with his right hand?"

"Take the cap," replied Shirley.

"What is he going to do with his left hand?"

"Pat Perky on the head," answered Jim.

"What do you think he said as he took the cap?" asked Miss Davis.

"Bill thought Perky was a *good* dog to bring his cap back, so he said *Good Perky*." She swept her hand under *Good Perky* as she read it. "And then he said it again." She swept her hand under the second line and read *Good Perky*.

Henry and James each read the two sentences.

"Then Perky was a *good* dog and brought back Bill's cap," said Miss Davis.

"Here is the new word that you just read," she said as she held up the word card for *Good*. "Ann, can you find the word *Good* in our big book and match the word card with it?"

Ann and Tommy matched the word card with *Good* in the big book.

"We will read the whole story this afternoon," said Miss Davis. "When you go to your seats, you may make a picture that tells about a pet you have at home. Perhaps you can show how you play with him or something funny that he does."

Miss Davis was covering new pages and introducing new words rather rapidly these first two days. She had planned to have the children finish the first unit in the big book just for pleasure and for background associations. More careful work in word recognition would come when they read the story in their Pre-Primers.

That afternoon Miss Davis gave each child an opportunity to tell about a picture and read one page of the story. Then she asked, "Can anyone read the whole story about Bill and Perky?"

Miss Davis turned the pages of the big book, one by one, and told about the pictures as Russell read what Bill said, as follows:

"This is *Bill*, and this is *Perky*. Perky is running away with Bill's cap. Bill started to chase Perky. He said"

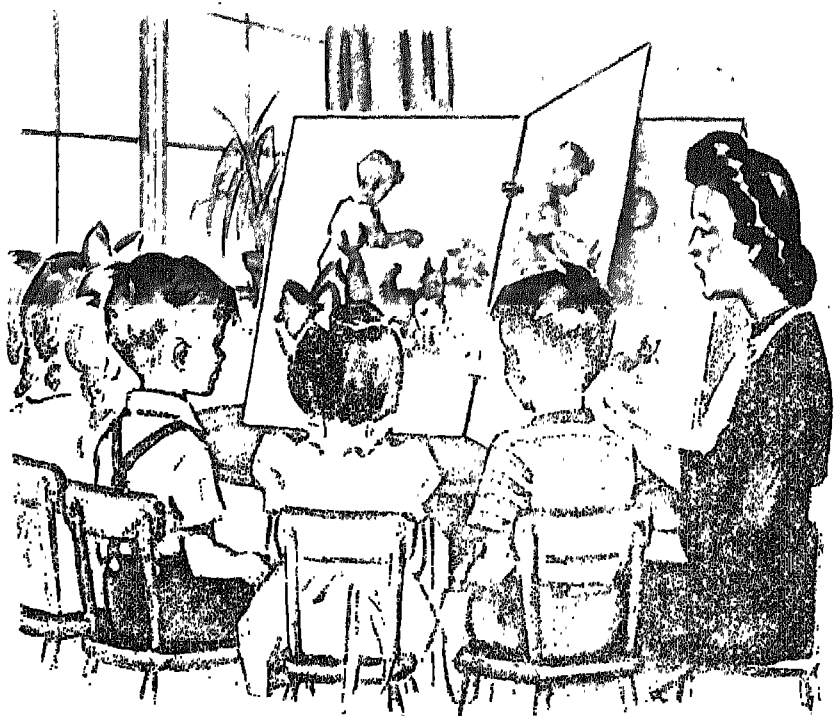
Perky! Perky! Stop, Perky! Stop!

"Perky stopped, and Bill said"

Perky! Perky! Come, Perky! Come!

"Perky sat up on his hind legs and let Bill take the cap. Bill patted him on the head and said"

Good Perky. Good Perky.



Before the children went to their seats, Miss Davis gave each one a large sheet of drawing paper folded once. She asked them to make four pictures telling the story about Bill and Perky or a story of their own.

WEDNESDAY

On Wednesday morning, when it was time for Group II to read, Miss Davis asked Peggy to give each child a copy of *BILL AND SUSAN*. "Before we open the books, let's look at the cover," she said.

"It looks just like our big book!" said Jimmie. "There's Bill and Susan!"

"And Perky and Fuzzy!" exclaimed Alice.

"It says *Bill and Susan* here," said Tommy, pointing to the title.

Miss Davis showed the children how to hold their books, open them carefully, and turn the pages one at a time. They talked about the title page and read the title again.

As the children looked through the pages, they asked questions, made spontaneous remarks about whatever caught their attention, and laughed at funny incidents.



Teaching the First Story

Pages 2-7

"Now let's look at our big book for a minute," said Miss Davis. "See if you can find this first picture in your books. Look at this word under the picture of Bill in our big book. Find the same word in your book. What is it?"

In the same way the children matched and read the word *Perky*.

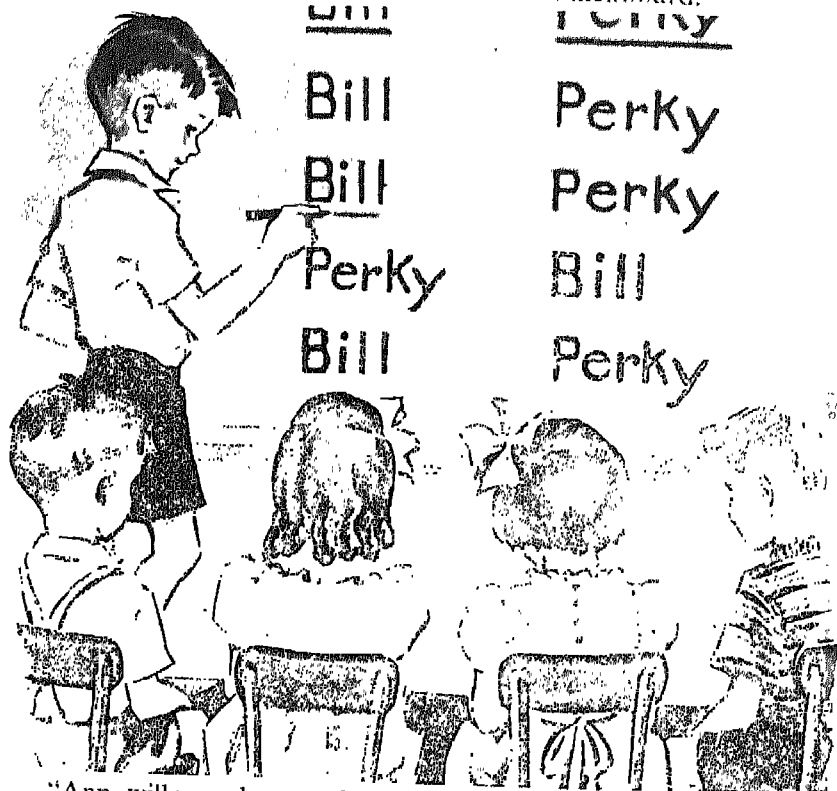
Margaret read the first page in *BILL AND SUSAN*. Russell read the next page. Other children read both pages.

*BILL
AND
SUSAN,
2-3*

*Bill
Perky*

When Miss Davis collected the Pre-Primers, she said, "I have another surprise for you. It is a different kind of book in which there are interesting things for you to read and do. It is called *READ AND DO*." Miss Davis showed the children a copy of *READ AND DO* and read the title.

Then she wrote two lists of words on the blackboard.



"Ann, will you show us the word *Bill* with a line under it?" asked Miss Davis.

Ann framed the word with her two hands.

"Gene, will you draw a line under *Bill* each time you see it in this first list?"

"Look at the words under *Perky*. Russell, you may draw a line under the word *Perky* each time you see it in this next list."

"Now look at this first page in READ AND DO. Do you see the list of words under *Bill*? You are to draw a line under the word *Bill* each time you see it in this list and under *Perky* each time you see it in this second list. After you have drawn lines under the right words, you may color the pictures of Bill and Perky any way you choose."

The children went to their seats knowing exactly what to do and worked quietly while Group III read with Miss Davis.

In the afternoon Miss Davis turned to pages 4 and 5 in the big book and asked the children in Group II to find the same pages in their books by matching the pictures. She asked them to read the page to themselves, explaining to them what this meant, as follows:

Bill
A dog
Sees
4 5
Stop

"When we read to ourselves, we do not say the words aloud. Watch me while I read the first sentence to myself.

"Would you like to try it? Look at the first sentence and think what the words say. Try not to say the words with your lips. Now look at the next sentence. Think what it says."

After reading the page to themselves, several children read it aloud.

Miss Davis then introduced page 2 in READ AND DO. She asked the children to look at the picture. She wrote on the board:

Stop, Perky!

Stop, Perky!

Stop, Bill!

Stop, Bill!

Stop, Perky!

The children read the first sentence which Miss Davis had underlined. "Jim, will you read this sentence?" asked Miss Davis as she moved her hand under *Stop, Perky!* in the first column. "Is it the same as the first sentence? Draw a line under it."

Then the children read the rest of the sentences. Shirley drew a line under *Stop, Perky!* in the second column.

"You may do the same thing with this page of READ AND DO when you go to your seats," said Miss Davis. "Read all the sentences on the page and draw a line under each one that says *Stop, Perky!* Then you may color the pictures of Bill and Perky."

This work gave the children experience in recognizing and matching the new word *Stop* in a thought unit.

THURSDAY

"I found an interesting poem¹ last night," said Miss Davis on Thursday morning. "It's about a little toy dog made of china, the same material of which our cups and saucers and plates are made. He was kept on a shelf in the hall of a little boy's home. Every time the little boy looked at the china dog, he wished that he would come to life."

And Miss Davis read:

THE CHINA DOG

He lives by himself in a shelf in our hall,
But he never barks when people call;
He never teases for cake at tea,
Or wags his tail at sight of me,
Stiffly it curls about his back,
Where the spots are painted brown and black.
He has a sad, unblinking eye
And I always pat him when I go by.

If I knew the magic words to say
He would leave that shelf this very day!
He'd not be a china dog at all,
Solemn and stiff against a wall,
But he'd bark and follow me everywhere
And nip my fingers and lick my hair,
While every single night he'd be
Snuggled up warm in bed with me!

The children enjoyed the poem. They talked about it and asked to hear it again. Miss Davis said she would read it again before they went home.

During the free choice period several of the children modeled or painted dogs.

When it was time for the children in Group II to read, Miss Davis said, "We are going to read more about Bill and Perky. Bill's dog wasn't a china dog. He was very much alive. What was happening in the part of the story we read yesterday?"

¹ "The China Dog" by Rachel Field, *Taxis and Treadstools*, Doubleday, Page and Company, 1926.

"Perky was running away with Bill's cap," said Russell.

"What did Bill say to Perky?"

"Stop, Perky! Stop!"

"Did Perky stop? Let's read the next page in the big book.

"Here is Perky standing with Bill's cap. Bill is trying to coax Perky to come to him. Can you read what Bill said to Perky?"

Margaret read the sentences.

The children opened their books and found page 6 by matching the picture with the one in the big book. Miss Davis asked them to read the page to themselves.

BILL
AND
SUSAN
6

"Stewart, can you read aloud what Bill said to Perky?"

Come

Stewart read *Perky! Perky!* but he didn't remember *Come*.

Miss Davis wanted him to learn to help himself, so she said, "Look at the big book again. What does Bill want Perky to do?" She swept her hand under *Come, Perky! Come!*

Stewart read the sentence.

"Now look at your book and see if you can read what Bill said."

Stewart read *Perky! Perky! Come, Perky! Come!*

Miss Davis asked several other children to read the page aloud.

"How many times can you find *Perky* on the page?" she asked. "How many times can you find *Come*?"

"Read the short sentence, Margaret. Read the longer sentence, Gene. Read both sentences, Russell."

When the children were ready for page 3 in READ AND DO, Miss Davis wrote part of the first column of sentences on the black-board, as follows:

Come, Perky!

Come, Perky!

Come, Bill!

She asked Jimmie to read the first sentence which she had underlined. Then she asked him to read the other two sentences to himself and underline the one that said *Come, Perky!* She developed the second column of sentences in the same way.

She told the children to do the same thing with the sentences in their READ AND DO books and then to color the picture.

BILL
AND
SUSAN,
7

Good

When it was time for Group II to read that afternoon, Miss Davis said, "We are going to read the last page in the story about Bill and Perky in our books today. See if you can find the page by yourselves." Miss Davis opened the big book to page 7, and the children quickly found the page in their books.

"Perky was a good dog. He finally came to Bill. What is he doing?"

"Holding the cap for Bill to take," said Russell.

Miss Davis asked the children to read to themselves what Bill said to Perky. Then the children took turns reading aloud.

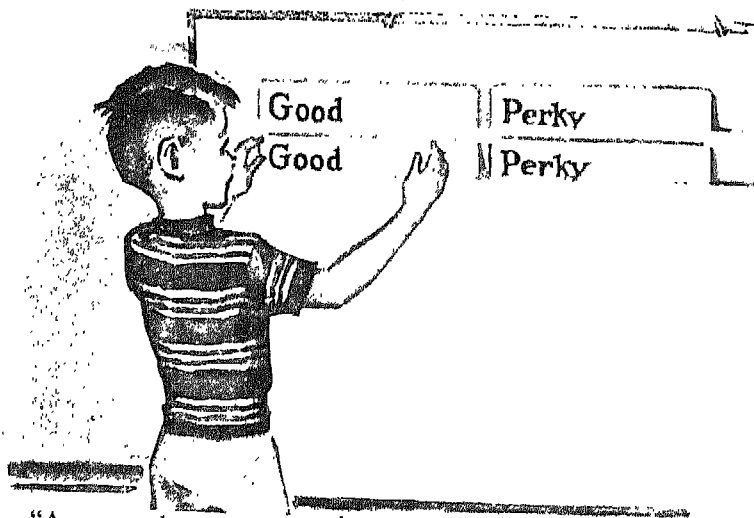
"We'll play a game now," said Miss Davis as she placed words in the pocket of the wall chart to build the two phrases:

Good Perky.

Good Perky.

"Show me two words that are just alike," she said.

Jack framed *Good* with his hands.



"Are any other words just alike?"

Tommy framed *Perky*.

"Fine," said Miss Davis. "Now we are ready for page 4 in READ AND DO." She told the children how they were to do this page when they went to their seats.

FRIDAY

"Would you like to hear a story this morning?" asked Miss Davis. "It is about a boy named Jimmie, the same name which the Jimmie in our room has. Jimmie had a dog named Scotty. The name of the story is 'Jimmie and Scotty and the Little Red Wagon'."¹

The children enjoyed the story and talked about it after Miss Davis finished reading it.

When Group II came to read, Miss Davis said, "We are going to read the entire story about Bill and Perky. We will read from our big book first. Who can show me where the story begins? Who can show me where it ends?"

James and Alice found the appropriate pages in the big book.

The children took turns reading a page of the story as Miss Davis turned the pages.

"Now we will read the story from our own books," said Miss Davis. "Tommy, Ann, Louise, and Russell, will you stand facing the other children? Tommy, you may read the first two pages; Ann, the next; Louise, the next; and Russell, the last page. The rest of you may close your books and listen. See if the children who are reading say the words just as you think Bill said them.

BILL
AND
SUSAN,
27

"Tommy, look at the picture and think what it tells you. Read the two words to yourself and then aloud," said Miss Davis.

Ann read *Perky! Perky!* on page 4, but was unable to read *Stop* in the next sentence.

Miss Davis said to her, "Look at the big book. Perky is running away, and Bill wants him to stop, so he said . . . Miss Davis placed her hand under *Stop* on page 4, and Ann read *Stop*. In this way Miss Davis helped her establish the habit of independence in recognizing a word for herself.

"Yes, Ann. Now read the whole sentence in your book."

Ann read the sentence successfully, and Miss Davis asked her to read both sentences again.

Stewart read the entire story.

¹ "Jimmie and Scotty and the Little Red Wagon" by Marie Louise Allen, *Told Under The Blue Umbrella*, The Macmillan Company, 1933.

Before the children went to their seats, Miss Davis explained page 5 in READ AND DO. This was a new page pattern and brought together in context all of the words which the children had encountered.

In planning the afternoon reading work for Group II, Miss Davis decided to use the entire period for additional reading activities in word recognition and discrimination to be sure the children were actually reading and not memorizing the Pre-Primer sentences.

"We are going to play some games this afternoon," she said when this group came for reading.

First she had them read page 5 in the big book. Then she asked different children to show her the words which she named on the page. She did the same with page 6 in the big book.

Then she placed the word cards in the wall chart to make the two sentences:

Stop, Perky! Stop!

Come, Perky! Come!

The children read the sentences, and Miss Davis asked, "Who can see two words just alike in these two sentences?"

James found the two words *Perky* and read them.

"Find two different words in the two sentences," said Miss Davis. Louise found *Stop* and *Come* and read them.

"Now we are going to have a game with picture cards."

Miss Davis placed the picture side of the word cards for *Bill* and *Perky* in a pocket of the wall chart. Then she placed the same cards without illustrations in the last pocket at the bottom of the chart in a different order.

"Who is in the first picture?" she asked. "Who can find a word that goes with the picture?"

Margaret found the word *Bill*, put it under the illustrated card *Bill*, and read it.

The children looked closely at the word on the illustrated card and compared it with the word Margaret had placed under it, to see if the two words looked just alike.

They played the same game with *Stop* and *Come*, except that they matched and read two word cards without illustrations.

Then Miss Davis showed them how to do page 6 in *READ AND DO*. This test page checked their ability to match each of the five words they had had with the same word in context.

After the children went home, Miss Davis looked over the test pages. She found that a few children had been unable to match some of the words. She planned to give these children special help the following week.

She read over the notes which she had made in her diary about the development of individual children physically, socially, emotionally, and intellectually.

She turned to the pages in the back of her diary where she summed up the weekly achievements of each group.¹

In the space for the seventh week she wrote:

SEVENTH WEEK

Group II

Have read the first story in the big book and in *BILL AND SUSAN* and completed the accompanying pages in *READ AND DO*. Most of the children are now able to recognize the words *Bill*, *Perky*, *Stop*, *Come*, and *Good*.

Showing increasing interest in looking at books chosen from the library table.

Learning to interpret the plot of a story.

Learning to sense the speeches of characters in a picture as expressed in words on a page.

Growing in ability to match words.

Becoming sensitive to the configuration and comparative sizes of words, phrases, and sentences.

Developing the habit of helping themselves to read new words.

Learning to retain and follow oral directions.

Learning to work with symbols independently.

¹ Although Miss Davis made notes about all the groups, this guide gives details only for Group II. From this week on, therefore, achievements will be listed only for this group.

The Story of the Eighth Week

MONDAY

Miss Davis came to school Monday morning with a bowl, a cake of soap, and two bubble pipes.

As she set these articles on a table, Miss Brown, the second grade teacher, came in. "Why all the soap bubble preparations?" she asked.

"In the story Group II will read today, Susan blows bubbles. Fuzzy, her cat, runs after one of the bubbles, touches it, and it bursts in her face. The children will understand and enjoy the story much more if they have blown bubbles and know what happens when a bubble bursts.

"Also," continued Miss Davis, "this bubble-blowing experience will furnish opportunity for additional reading activities for all of the children. I am going to post a bulletin board notice about it. Later the children may compose a chart story about their bubble-blowing experience."

"Good idea," said Miss Brown. "You are always finding new ways to give your children more reading experiences, aren't you?"

"Yes, indeed," said Miss Davis. "One learns to swim by swimming and to read by reading. The more reading experiences the children have, the better."

And she placed on the bulletin board this notice:

Surprise!

We are going to blow bubbles!

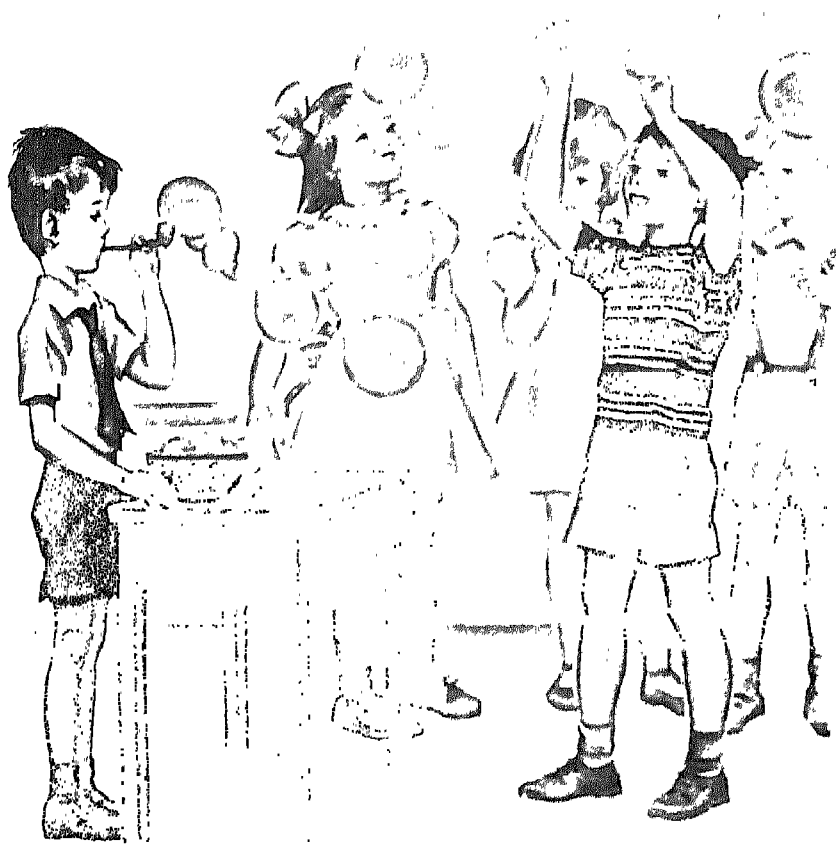
When the children came in, some noticed the articles on the table, and others the new bulletin board message. Miss Davis suggested that the message might have something to do with what they saw on the table. When she told them that the first word was *Surprise*, Louise exclaimed, "We are going to blow bubbles!"

"May we blow the bubbles right now?" asked Peggy.

"That's just what we're going to do!" said Miss Davis. "What shall we do first?"

"Put some water in the bowl," said Tommy.

While Miss Davis guided the discussion, she and the children prepared the warm suds. The children took turns blowing bubbles¹ and watched them float up and down in the air. They noticed the rainbow colors as they drifted into the sunlight. Jack touched a big bubble that Stewart was blowing and exclaimed with surprise when it disappeared. The other children touched bubbles and laughed when they burst.



¹After each child used the pipe, Miss Davis dipped it in hot soapsuds and rinsed it in very hot water, explaining to the children that this was important in preventing the spread of colds and other disease.

Miss Davis then guided the children in making a story about blowing bubbles. She put the sentences on the board as the children suggested them:

Blowing Bubbles

Big bubbles,
Little bubbles,
Floating in the air.
Jack touched a bubble.
POP! It was not there!

"Why, you made a rhyme!" said Miss Davis. "Listen while I read it to you. Now shall we say it together?"

She told the children she would write the poem on a chart. Each of the three groups had a chance during an independent work period to draw, color, and cut out bubbles. The best ones were chosen to paste on the chart.

During the next few days the children read their poem from time to time. Occasionally one child read it to the group. This gave them a worthwhile reading contact without the responsibility for learning all the words.

Teaching the Second Story

Page 8-11

The big
book,
8-9

Susan
Fuzzy

"We start a new story today, don't we?" Ann asked.

"Yes, Ann, a story about Bill's sister and her kitten," replied Miss Davis. "Do you remember their names?"

"Susan and Fuzzy," replied Alice.

"That's right," said Miss Davis as she turned to the new story in the big book.

"Who is this on the left-hand page? What fun she is having! What is she doing? Who is on the right-hand page? What is Fuzzy doing? Does your cat ever run after anything? What?" After a brief discussion, the children read the word at the bottom of each page. Then Miss Davis showed the illustrated word cards for *Susan* and *Fuzzy*. The children matched each word card with the same word on the page in the big book.

Next the children found the new pages in their own books, and several read the words *Susan* and *Fuzzy*.

BILL
AND
SUSAN,
8 9

"We'll read more about Susan and Fuzzy this afternoon," said Miss Davis as she collected the books. "Now you may work with page 7 in READ AND DO.

"First draw a line under the word *Susan* every time you find it in the first list of words. Then draw a line under the word *Fuzzy* every time you find it in the second list. Then you may draw a picture of Fuzzy in the space over Fuzzy's name and a picture of Susan in the space over Susan's name."

In the afternoon, Miss Davis worked with the children whose work with the matching test on Friday showed that they needed additional help. The others in Group II looked at books chosen from the library table.

"We are going to play some games this afternoon," said Miss Davis as she turned back to page 4 in the big book. She asked Tommy to read the page. She placed the word cards for *Perky* and *Stop* in the wall chart. She asked Alice to place *Perky* under the same word in the big book as many times as she could find it. Tommy did the same with *Stop*. Other children also matched the words on these pages.

Then Miss Davis turned to page 6 in the big book and placed word cards for *Perky* and *Come* in the wall chart. She placed the side of her hand under *Perky* and asked Shirley to find the same word in the wall chart.

The children played the game with the words on other pages which they had read up to this time.

Finally Miss Davis placed duplicate copies of the words in pockets of the wall chart and asked the children to choose and read words which looked just alike.

The children who had been looking at books joined the group for another game.

Miss Davis had prepared duplicate name cards for each of the children in the group. The name cards were the same size as the word cards so that they would fit into the wall chart. She planned to use these cards for teaching the new word *to* and later *at* and *here*.

Miss Davis picked up the package of name cards, "Here is your name, Shirley," she said.

She pinned on Shirley's name card. She also pinned name cards on Alice, Tommy, Russell, and Louise.

Then she placed the words for *Come to* in the wall chart and added the duplicate name card for Tommy.

"Come up in front of the class, Alice and Tommy." Miss Davis placed her hand under the sentence in the wall chart and read *Come to . . .* "Read the sentence, Alice."

Alice read *Come to . . .* and then stopped.

"Look carefully at this word and then at the word which I have pinned on Tommy," said Miss Davis. "Are they the same? Now read the sentence."

Alice read *Come to Tommy*.

"Now, Tommy, you read the sentence. Read as if you were really telling Alice to come to you. Alice, can you do what Tommy read to you?"

Alice walked toward Tommy.

Miss Davis substituted other names in the wall chart and pinned the corresponding names on other children until each one had a turn to read and dramatize a sentence.

When they went to their seats they made pictures of bubbles to send to Henry who was absent that day.

Before they went home, Miss Davis read to them the nursery rhyme, "The Three Little Kittens." She then chose some children to dramatize the rhyme while she read it again.

TUESDAY

After the morning discussion and free choice period, Miss Davis checked to see that Groups I and III had sufficient work to do at their seats. Then she asked the children in Group II to work with her.

"Do you remember the story we started yesterday?" she asked, indicating the pictures of Susan and Fuzzy in the big book.

"What was Susan doing? Where were the bubbles falling? What was Fuzzy doing? Now we will find out whether Fuzzy caught the bubble. Let's look at the next page.

"What is Fuzzy doing now? What is Susan doing? Why is she holding out her hands? Is Susan talking? Yes, she's calling Fuzzy by name.

The big
book,
10

"The first sentence tells you just what Susan said. Read it to yourselves." Miss Davis swept her hand under the first sentence.

Stewart read *Fuzzy! Fuzzy!* aloud.

"Susan saw what might happen, so she called Fuzzy's name in an excited way. Can you call Fuzzy's name in that way?"

Stewart read the words, this time as Susan would have said them.

"Susan didn't want Fuzzy to touch the bubble, so she said something else to her. Read the next sentence to yourselves."

Jack and Jim read the second sentence aloud.

Louise and Russell read both sentences.

"Susan called *Stop, Fuzzy! Stop!*, but she was too late. What happened on this next page?" asked Miss Davis.

The big
book,
11

"The bubble burst!" exclaimed Shirley.

to

"Yes, Fuzzy touched the bubble, and it burst right in her face. How do you suppose Fuzzy felt? What is Susan doing? Why? The first sentence tells what Susan said. Read it to yourselves. Tommy, read the first sentence aloud."

"That's fine, Tommy. She said *Come, Fuzzy*. But she wanted to be sure that Fuzzy would come to her. She said more than *Come, Fuzzy*. She said *Come to . . .*" Miss Davis swept her hand under the words as she read them. "Yes, she said *Come to Susan*. Can you read it, Shirley?"

"The third sentence is just like the second one. What is this sentence again?" Miss Davis placed her hand under the second sentence in the big book, and the children read it.

"Now read the third sentence to yourselves. Jack, read it aloud."

Miss Davis asked different children to read the sentences in sequence as she swept her hand under each one. Then she turned the pages, one by one, and told what was happening in the pictures as Margaret read the entire story.

Miss Davis then developed page 8 in READ AND DO for the children to do at their seats.

BILL
AND
SUSAN,
10-11
to

After lunch Group II read from their books pages 8 and 9 and the two new pages which they had read that morning from the big book. Several children were able to tell the story of Susan and Fuzzy from the pictures and read without difficulty what Susan said to Fuzzy. Miss Davis asked the children to find the line *Fuzzy! Fuzzy!* on page 11 which was not in the big book.

"Now we will play a 'Show Me Game.' I am going to ask you to show me some words in our big book.

"Show me *Fuzzy* in the first sentence, Tommy. Now show me *Come* in the next sentence. Show me a very short word in this sentence. Yes, *to* is the shortest word we've had, isn't it? It will be easy to remember. Find it again."

"Find *to* in your books. Now find *to* in these sentences on the board and draw a line under it:

Come to Susan, Fuzzy.

Come to Bill, Perky.

Miss Davis then showed them page 9 in READ AND DO and explained how they were to do it at their seats.

On Wednesday morning Miss Davis wrote her own name on a strip of tagboard and clipped the card with the word cards to make the sentence *Come to Miss Davis*.

When it was time for Group II to read, she held up the sentence and said, "Look at this sentence. The last two words say *Miss Davis*. Read the sentence and do what it says."

Louise and Russell quickly came to Miss Davis, and the others followed.

"Good! The sentence says *Come to Miss Davis*, doesn't it?"

"Before we read this morning, we are going to see how many of you can do something Bill could do."



Miss Davis drew on the floor a chalk line about three yards long. The children took turns trying to balance themselves while walking on the line. Tommy stepped off twice. Alice stepped off once. Stewart held his arms out and walked straight across the line without stepping off at all. Everybody clapped for Stewart.

"Did you ever try walking on anything which was just a little higher than the ground?"

Miss Davis guided discussion to develop the understanding that one has to hold his arms out as Stewart did in order to balance himself when walking along something narrow.

Teaching the Third Story

Pages 12-15

The big
book,
12

Look

Finally she said, "Bill liked to balance himself, too. Look at the first picture of our next story and see what Bill is doing."

"He is walking on a wall," said Henry.

"Yes, he is walking on a low, narrow brick wall around a flower bed in his yard. Is he having difficulty balancing himself? How can you tell?

"Who is at the right? Who is with her? Why do you think Susan is pointing toward Bill? Is Perky looking at Bill?

"Now look at Bill again. Does he look pleased with himself? Why? Yes, he is balancing himself on the wall, and he wants Susan to look at him.

"Look at the first sentence. It tells you what Bill is saying." Miss Davis placed her hand under the new word *Look* as she read it, then under *Susan* as the children supplied that word.

"Who can read this sentence? Good for you, Louise. Bill said *Look, Susan!* This new word is *Look*.

"Bill said something else to Susan. Can you read what he said in the second sentence?"

Russell read *Look, Susan! Look!*

Other children read both sentences.

BILL
AND
SUSAN,
12

Look

Then Miss Davis gave the children their copies of BILL AND SUSAN and they found the same picture. They took turns reading the sentences on page 12.

"Show me *Look* every time you find it on the page. Show me *Susan* every time you can find it."

Since page 10 in READ AND DO was a familiar page pattern, only a brief explanation was necessary.

In the afternoon Miss Davis reviewed page 12 in the big book through discussion, and Peggy read the sentences.

"Bill was talking on this page," said Miss Davis. "Now look at the new page. Who is talking here? To whom is she talking?"

"That's right. Susan is talking to Perky. She wants Perky to look at Bill so she is saying. . . . Read the first sentence to yourselves. What did Susan say, Shirley?"

Shirley read *Look, Perky!* without difficulty.

"Yes, she said *Look, Perky!* but she also wanted Perky to *Look at* . . ." Miss Davis swept her hand under the words *Look at* as she said them. "Yes, *Look at Bill*."

"Can you read the second sentence, Jack?"

Jack read the sentence, and Alice read the page.

Miss Davis gave the children their own books, and they read page 13 in response to motivating questions. She asked them to find *at* each time it appeared on the page.

Following the reading, she pinned on the children the name cards which she had prepared the day before. She clipped together word cards and one of the duplicate name cards to make the sentence *Look at Gene*.

"Margaret, can you read this?"

Margaret had trouble with *Gene*, so Miss Davis helped her to match the word with name cards on the children until she found the corresponding word on *Gene*.

"Alice, will you act out what Margaret read?" asked Miss Davis. Alice didn't understand, so Miss Davis read *Look at Gene*, as she swept her hand under the sentence. "Do that. *Look at Gene*." Alice then carried out the direction.

Miss Davis continued the game, changing the name at the end of the sentence until each child had had a turn.

Then she explained page 14 in READ AND DO, calling attention to the fact that a line was to be drawn to a group of two sentences and that, in addition, a line was to be drawn under *at* each time they saw it. This would give the children more practice in recognizing and selecting *at* in context.

The big
book,
13
at

BILL
AND
SUSAN,
13

at

On Thursday morning Miss Davis gave the children in Group II some additional reading experience with the new phrase *Look at*. She put this notice on the bulletin board:

Look at The Science Corner.

When the children arrived, they tried to read the notice. Margaret and Jimmie didn't recognize *Look at*.

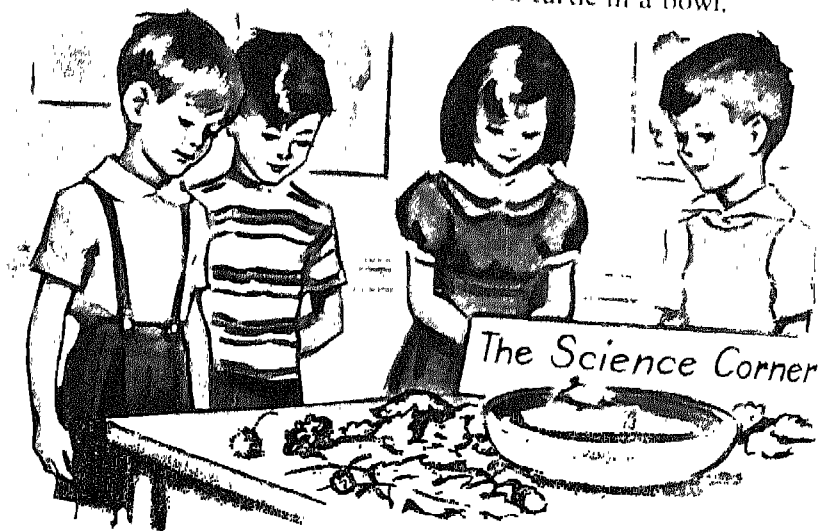
"Those words were in your story yesterday," said Miss Davis, turning back to the story on page 13 in the big book. "See if you can find out what they are for yourselves."

Jimmie read the story aloud until he came to *Look at*. He recognized the same words on the bulletin board.

"It says *Look at* . . . something," said Margaret.

"You can find the last three words somewhere in the room," said Miss Davis.

Margaret finally discovered the label, The Science Corner, over the science collection. The children went to the table where there were specimens of seeds, leaves, cocoons, and a turtle in a bowl.



They made up a story about the turtle. Miss Davis put this story on the blackboard and later on tagboard.

Look at the turtle.

He is brown.

He can swim.

He will make a good pet.

After the morning free choice period, the children in Group II came to read. Miss Davis reviewed pages 12 and 13 in the big book through questions and reading, and then she turned to page 14.

"Oh, what has happened?" she asked.

"Perky has stopped Bill."

"Yes, Perky has interfered with Bill's stunt. It looked as if he were going to get all the way around the wall. Then suddenly Perky walked right in front of him.

"How does Susan feel about it? Why is she holding out her hands? Yes, she wants Perky to get out of Bill's way.

"In the meantime, Bill is balancing himself carefully on the narrow wall, afraid he will fall off at any minute, and Perky is coming toward him. What is Bill telling Perky to do? Read the sentence and find out."

"Yes, the first thing Bill said was *Stop, Perky! Stop!* Then he thought that Susan might keep Perky out of his way while he was finishing his stunt. So he said to Perky *Go to Susan.*" Miss Davis swept her hand under the sentence as she read it in the big book.

"Read this second sentence to yourselves. Read it aloud, Jimmie."

Miss Davis continued in this way until the new page had been read. Then the children read it from their Pre-Primers. They noticed that there was a new line *Perky! Perky!* which they had not read in the big book.

After collecting the books, Miss Davis built the sentences *Go to Susan*, *Look at Susan*, and *Come to Susan* in the wall chart with the word cards. The children took turns reading the sentences.

Next she took the word card for *Go* out of the wall chart and had the children match it with *Go* each time they found it on page 14 in the big book.

The big
book,
14
Go

BILL
AND
SUSAN,
14

Go

Finally she placed cards for the little words *at*, *to*, *Go* in the wall chart, and the children matched these cards with the same words in the sentences.

At the end of the period, Miss Davis explained briefly the procedure to use in doing page 12 in READ AND DO.

After lunch Miss Davis said to the children in Group II, "We are going to read the last page in our story today. You remember that Perky was right in Bill's way in the picture about which we read this morning, and Bill told him to go to Susan.

The big
book,
15
here

"Look at the picture on the new page." Miss Davis turned to page 15 in the big book. "Did Perky go to Susan? What is Bill doing now? Do you think he is happy? Why? What is Susan doing? Yes, she wants Perky to come where she is, so she said *Come here, Perky*." Miss Davis swept her hand under the sentence as she read it. Then she read it again, pausing as she came to *here*.

"Who would like to read this sentence?"

Two or three children read the sentence.

Then Miss Davis continued to ask questions about the other sentences as the children read them, one by one.

Miss Davis held up the word card for *here*. "This is the new word *here*. See how many times you can find *here* on the new page."

Louise placed the word card under *here* wherever it appeared and read the word each time.

"This is the longest page we have had," said Miss Davis. "Could anyone read the entire page?"

BILL
AND
SUSAN,
15
here

Henry read all the sentences. Then the children read the page from their own books, again noticing that *Good Perky* appeared twice on the page.

Next Miss Davis clipped together the word cards *Come here*. Then she clipped the name *Shirley* at the end of the phrase. Shirley read the sentence and did what it said. As the names of other children were substituted, they, in turn, read and dramatized the direction.

"Now you may go to your seats and work with READ AND DO," said Miss Davis after she told them how to do page 13, which was a new page pattern.

FRIDAY

On Friday morning Miss Davis brought an interesting rock to school and put it in the bowl with the turtle. The turtle crawled up on the rock and lay there basking in the sunshine.

Miss Davis used this situation to give more practice in recognizing *Go to* and *Look at*. She wrote the following sentences for the bulletin board:

Go to The Science Corner.

Look at the turtle.

Look at the rock.

The children recognized the words *Go to* and *Look at*. Miss Davis helped them with the unfamiliar words. They went to the science corner and talked about the new rock and the turtle.

When it was time for Group II to read, Miss Davis wrote on the board:

Come here.

Come to me.

This message gave additional experience with the known words *Come*, *here*, and *to*. It also gave the children a meaningful contact with the new word *me* which was to appear in the next story.

The children read the entire story in their own books as Miss Davis asked questions about the pictures. She led up to the reading of each page by saying "Bill said" or "Susan said."

In the two previous stories there had been only one child and a pet. In this story both Bill and Susan speak.

During the first rereading four children told the story. Each child told what was happening in the picture and read a page.

Then the children closed their books while Miss Davis told the story and Jimmie and Alice read what the characters said. Jimmie read what Bill said, and Alice read what Susan said.

Miss Davis gave careful directions for the meaning test on page 14 in READ AND DO.

BILL
AND
SUSAN,
12-15

Miss Davis used the entire reading period that afternoon for additional reading activities which would help fix the words they had read recently, especially the new words *to*, *at*, and *go*.

When Group II came to work, Miss Davis said, "We are going to play games this afternoon. I am going to make some new sentences in the wall chart, which Bill might have said to Perky."

Miss Davis built the following sentences:

Look, Perky!

Look at Susan.

Go to Susan.

Good Perky.

She left an empty pocket between each two sentences. She placed on the chalk ledge word cards clipped together to make these same sentences and asked four children to pick up the sentences and match them with those in the wall chart.

Several children read each of the sentences. Others took turns picking up a card and telling what it said.

Then Miss Davis had the children play the "Show Me Game," in which they showed her a word which she said.

Toward the end of the period she introduced a new game. She said to the children, "Hold your hands up as if you were going to clap. I will say a word and place my hand under different words in the sentence in the wall chart. When my hand is under the word I named, you may clap once, only once.

"At," said Miss Davis, and she placed her hand under different words in the sentences. When she came to *at* in the sentence *Look at Susan*, the children clapped.

In the same way they looked for words *at*, *to*, *Go*, and *Good* and clapped in each case when Miss Davis finally placed her hand under the word she had named.

Before they went to their seats, Miss Davis put this sentence on the board:

Look at a book.

"This is what you may do when you go to your seats. What does the sentence say?"

The children recognized the familiar phrase *Look at*, and Miss Davis helped them read the rest of the sentence by showing them a book and helping them to supply the words to complete the sentence.

The children spent the next period looking at books which they had chosen from the library table. Before they went home, a few children told something about the books they had chosen.

After the children went home, Miss Davis considered the few children in her room who still had physical, social, and emotional problems. She planned constructive measures to help these children to overcome their difficulties.

Then she listed in her diary the reading achievements of the week:

EIGHTH WEEK

Group II

Have read two new stories in BILL AND SUSAN and have finished the accompanying pages in READ AND DO. Most of the children are able to recognize *Susan, Fuzzy, to, Look, at, Go, here.*

Have read new words introduced in Pre-Primer in other situations: bulletin board notices, direction sentences, experience chart, games.

Have had experience reading words outside Pre-Primer vocabulary.

Growing in ability to interpret printed symbols.

Reading sentences and phrases more fluently.

Showing increasing interest in reading symbols.

Growing in learnings and abilities initiated the first week.

Teaching the Fourth Story

PAGES 16-23

BUILDING BACKGROUND

In order to build a background for the story the children were going to read, Miss Davis asked them how many had a baby in their home and what their mothers did to take care of the baby. As the children discussed these questions, Miss Davis listed on the blackboard some of the things they said.

Mother feeds Baby.

She dresses her.

She gives her a bath.

She puts her to bed.

Baby goes to sleep.

DEVELOPMENTAL READING

The big
book,
16-17
*Mother
Baby*

"We are going to have a new story this morning," said Miss Davis. "It's about two other people in Bill and Susan's family. Let's look at the first picture in the story."

She turned to pages 16-17 in the big book.

"Who is this at the left? Yes, it is Mother. Where is Baby? Have you ever seen a bath tub like this one? It is made of canvas and folds so that it can be put out of the way after Baby has her bath. Why is it so high?"

"Does Baby look happy? Who is standing near her? What does Susan have in her arms? What do you think she will do with the little tub on the floor?"

"What does Mother have on her arm? What is she going to do with it? What is in her left hand? What will she do with it?"

¹ At this point the development of the reading program by weeks is discontinued. Since children in various classes will progress at different rates, each story is treated as a unit under the following headings: BUILDING BACKGROUND, DEVELOPMENTAL READING, REREADING, ADDITIONAL READING ACTIVITIES, RELATED EXPERIENCES.

Miss Davis placed her hand under *Mother*. "What is the word under the picture? What is the word under the picture of Baby?"

After the children read the two pages, Miss Davis showed the picture side of the illustrated word cards *Mother* and *Baby* and asked the children to name the pictures.

She showed the other side of the cards. "Can you put *Mother* under the same word in the big book, Russell?" she asked. "Put *Baby* under the word *Baby*, Tommy."

Miss Davis asked Alice to give the children their copies of
BILL AND SUSAN.

"Can you find the same picture in your books which we have been looking at in the big book?"

"Who can read the word at the bottom of the first page? At the bottom of the second page?"

BILL AND
SUSAN,
16-17
Mother
Baby

(READ AND DO, page 15)

Miss Davis explained how to do page 15 in READ AND DO.¹

"We have just started a new story," said Miss Davis. "Who were the new people we met? What was Mother going to do with Baby? Let's look at the new page of the story and see what happened next."²

BILL AND
SUSAN, 18

The children found page 18 in BILL AND SUSAN, and Miss Davis asked, "Has Mother finished bathing Baby? Yes, Baby has had her bath and is dressed. Who is holding her? Who is standing in front of Susan and Baby? Why is Mother holding out her hands? Why is Baby holding out her hands? Who is talking? Does Susan want Baby to go to Mother?"

"Read to yourselves the first thing that Susan said."

The children took turns reading orally until all of the sentences had been read. When they failed to recognize a word,

¹ From this point on the references to READ AND DO will appear only in parentheses, except for suggestions for the development of new page patterns and test pages.

² Since there are no new words on pages 18 and 20-23 in this story, these pages are not reproduced in the big book. The children should be able to read these pages directly from their books.

Miss Davis referred them to preceding pages in the big book or to the illustrated word cards.

(READ AND DO, page 16)

The big
book, 19
me

Miss Davis showed page 19 in the big book.

"What is Susan doing? Who is coming toward her? Who is with Bill? Does Bill look as if he were thinking? Does he look as if he had an idea about something to do? Who is talking?"

The children read the first sentence silently, and Ann read it aloud.

"The next sentence has a new word in it," said Miss Davis. "Susan wanted Bill to look at her, but she didn't use her own name this time. She said *Look at me, Bill.*" Miss Davis swept her hand under the sentence as she read it.

She then placed the sentence *Look at me* in the wall chart. "This is what Susan said. Read it, Jack. What is the new word? Yes, it is *me*." Miss Davis placed her hand under *me* as she said the word.

"Alice, read the sentence in the big book."

"Find the word *me*, Dick. Find another *me*, Henry."

BILL AND
SUSAN, 19
me

"Now we will read the same page from our books," said Miss Davis. The children read the page in the usual manner, responding to motivating questions.

"Do you see a sentence in your books that isn't in the big book? How many times can you find *Come* on the page? *Here? At?* What are the smallest two words on the page?"

Miss Davis took out the children's name cards and placed *Stewart* after *Look at me* in the wall chart.

"Stewart, read this sentence. Do what it says."

Stewart dramatized the sentence. Other children did the same as their names were substituted.

(READ AND DO, page 17)

BILL AND
SUSAN, 20

"What has happened so far in the story? Yes, Susan was giving her doll a bath, and Bill and Perky were coming into the room. Let's see what happens on the new page.

"Has Susan finished the doll's bath? What does Bill have on his arm? What does he want to do with Perky? Is Perky going away from Bill and Susan or coming toward them? Why are Bill and Susan each holding a hand toward him?"

"Bill is talking to Perky. Read the first sentence to yourselves. If you need help, tell me." Miss Davis helped the children who had difficulty with *here* by referring them to the familiar sentences on page 15 in the big book.

Two or three children read *Come here, Perky* orally.

Miss Davis built *Come to me* in the wall chart.

"Bill said something else. He wanted Perky to come to him, but he didn't want to say his own name, so he said *Come to me*." She swept her hand under *Come to me* as she read it.

"Now read this sentence in your books. Read it aloud, Jim."

The children continued reading in the usual way.

"What is Bill doing here?" asked Miss Davis. "Did you ever give your dog a bath? Did he enjoy it?"

BILL AND
SUSAN, 21

"Who is coming toward Bill? What is she doing? Does she see Bill? To whom is Bill talking? What is he saying?"

The children read the sentences.

(READ AND DO, page 18)

"Has Bill finished washing Perky? To whom is he talking now? Where is Susan looking? Does Susan see what Bill is doing? What does Bill have in his hand? What does he want to do to Fuzzy? What is he saying to her? Read the first sentence to yourselves. Read it aloud, Gene."

BILL AND
SUSAN, 22

"Does Fuzzy look as if she wants to come?" asked Miss Davis. "No, Bill is coaxing her. He is saying *Good Fuzzy*." She placed *Good Fuzzy* in the wall chart, and the children read it.

Then they read the entire page in the usual way.

"Look at this picture," said Miss Davis. "What is Bill about to do? Would Fuzzy like that? Why doesn't Fuzzy need a bath?"

BILL AND
SUSAN, 23

"Susan turned around just in time to see Bill. Why is she running? What is she telling Bill to do?"

The children read the sentences under the picture.

Then they played a game in which they showed Miss Davis words for which she asked.

(READ AND DO, page 19)

RE-READING

BILL AND
SUSAN,
16-23

"Let's turn back to the beginning of the story," said Miss Davis. "We met two new people. Who are they? Jimmie, read the first two pages."

"Susan is in the picture, too, holding her doll. When she sees Baby having a bath, she has an idea. What is it?"

"Mother is about to take Baby from Susan. What is on the floor beside Susan? One of Susan's toys is on the floor, too. What is it? Susan wants to begin the doll's bath. What is she saying to Baby? Shirley, read the page."

"What fun Susan is having bathing her doll! She wants Bill to come and look at her. Read what she said to Bill, Jim."

"The doll's bath is finished. Bill and Susan both have an idea now. What is it? Perky is suspicious. He is walking away. Jack, read what Bill is telling Perky to do."

"Perky is having his bath, and Fuzzy has come into the picture. Bill wants Susan to come and look at Perky. Read what he is saying to Susan, Margaret."

"Bill has another idea now. What is it? He is coaxing Fuzzy to come. What is he saying, Russell?"

"Susan saw Bill just in time. Read what she is calling to Bill. Read it just as you think Susan would say it, Stewart."

Since the plot in this story is more complex, Miss Davis asked Ann, Jim, and Peggy each to read one episode in the story. The other children closed their books. Miss Davis told about the pictures on the first four pages, and Ann read the story. Jim read the next two pages, and Peggy finished the story.

(READ AND DO, page 20)

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Finding sentences in the big book or in BILL AND SUSAN as directed.

Dramatizing sentences, using name cards for the children.

Come here Come to Tommy

Look at me Come to me

Selecting from lists of words in the wall chart or on the board, the words which are like the first word in each list.

<i>Here</i>	<i>at</i>	<i>Baby</i>
<i>Stop</i>	<i>at</i>	<i>Fuzzy</i>
<i>Look</i>	<i>to</i>	<i>Baby</i>
<i>Here</i>	<i>go</i>	<i>Baby</i>
<i>Here</i>	<i>at</i>	<i>Perky</i>

RELATED EXPERIENCES

Bringing snapshots of mothers and babies to post on the bulletin board with labels: *Jim's mother, Alice's baby sister.*

Telling about helping to take care of a baby at home.

Making picture scrapbooks of pets cut from magazines.

Listening to stories and poems.

Suggested Stories

"The Star Child," adapted from Oscar Wilde, *Tell Me Another Story*, compiled by Carolyn Sherwin Bailey, Milton Bradley Company, Springfield, Mass., 1932; "Ask Mr. Bear" by Marjorie Flack, and "Little Duckling Tries His Voice" by Marjorie LaFleur, *Told Under the Magic Umbrella*, Macmillan Company, N. Y., 1939.

Suggested Poem

"Naughty Soap Song," *Everything and Anything*, by Dorothy Aldis, Minton, Balch and Company, N. Y., 1927.

Teaching the Fifth Story

PAGES 24-29

BUILDING BACKGROUND

Miss Davis asked the children to tell about playhouses they had made. They told about many different kinds - leaf houses, houses of sticks, dirt clods, and sand. A few children had made houses with blankets draped over chairs.

DEVELOPMENTAL READING

The big
book, 25
Help

Miss Davis turned to page 25 in the big book.

"Bill and Susan had fun with a playhouse in this story," she said. "What kind of playhouse did they make? Who is in the picture? What is Bill doing? What is Susan doing? Does she look troubled? Why? To whom is she talking?"

"This first sentence tells what Susan is saying to Bill. What do these first two words say? So the sentence says . . ."

Shirley read *Come here, Bill*.

Miss Davis built *Come here* in the wall chart. The children read the phrase and then matched it with the same one in the big book.

Miss Davis placed her hand under *Help*. "Here is a new word in the next sentence. The blanket is so heavy that Susan needs help. She wants Bill to *help*, so she calls . . ." Miss Davis swept her hand under the phrase as the children read with her *Help me, Bill*.

"The last sentence says almost the same thing. Read it, Alice."

The children then worked with *Help me* in the same way that they had worked with *Come here*, and several read the entire page.

"Now let's find the same story in our books. The first sentence tells what Susan is saying to Bill. Read it to yourselves. Now read it to us, Jack. Look at the second sentence. This one

BILL AND
SUSAN, 25
Help

was not in the big book. Read it to yourselves. Shirley, read the sentence aloud. The next sentence has the new word in it. Look at this sentence carefully, and read it to yourselves. Now read it aloud, Dick. The last sentence has the new word in it, too. Read it to yourselves. Read it aloud, Louise."

"Look at the first two sentences. Are they the same or are they different? Why? Look at the last two sentences. How are they different? How many times can you find the new word *Help*?"

"Now read the entire page, Henry."

(READ AND DO, page 21)

"In the beginning of this story, Susan was having trouble," said Miss Davis. "She needed help. Why? What did she say to Bill?"

The big
book, 26
and

She turned to page 26 in the big book. "Did Bill help Susan? How? Where is Fuzzy? What is Susan doing? Yes, she seems to have forgotten about the blanket falling. Bill stopped playing with Fuzzy to fix it. He wants Susan to see the good job he has done."

Miss Davis placed *Look at me, Susan* in the wall chart. Peggy read the sentence. Dick found it in the big book.

Then Miss Davis placed *look* in the wall chart. She explained that sometimes this word begins with a capital letter and sometimes with a small letter.

"Look at the picture again. Is Susan right beside Bill? What did Bill want her to do? What did he say to her?" Miss Davis placed her hand under *Come* in the big book. "Yes, he said *Come*. He wanted her to do more than *Come*, though. He wanted her to . . ." Miss Davis placed her hand under *look*, and Shirley read it. "He wanted her to *Come*, and he wanted her to *look*. So he said *Come and look, Susan*. This new word is *and*." She placed her hand under *and*. Then she placed *Come and look* in the wall chart. The children matched the phrase with the same one in the big book. They matched and read the new word *and*. Then Ann read the page.

BILL AND
SUSAN, 26
and

"Now let's find this story in our books," said Miss Davis. "Look at the first sentence. It tells what Bill is saying to Susan but it is a little different from the sentence in the big book. Read it to yourselves. Henry, read it aloud. Look at the next sentence. Bill told Susan to look at him. Read it to yourselves first. Can you read it to us, Peggy?" The next sentence has the new word in it. Look at the sentence carefully and read it to yourselves. Gene, read it for us. What is the new word? The last sentence has the new word and some other small words which you know. Read the sentence to yourselves. Ann, read it aloud. Alice, read all of the page."

(READ AND DO, page 22)

Miss Davis explained carefully the new page in READ AND DO.

"If you wanted to ask Jimmie to play with you, Russell, how would you ask him?"

"Play with me, Jimmie," replied Russell.

Miss Davis put the sentence in the wall chart and asked Russell to read it.

Other children took turns asking someone to play with them, and Miss Davis put their sentences in the wall chart:

Play with me, Margaret.

Play with me, Peggy.

Play with me, Gene.

The big
book, 27
*Play
with*

She turned to page 27 in the big book. "Susan wanted Bill to play with her. Where is she? Where are the toys? Where is Bill? Where is Fuzzy? Who is talking? What do you suppose Susan wants Bill to do? Yes, she wants him to play in the playhouse with her. So she said to Bill just what you have been saying to each other. She said . . ."

Play with me, Bill, read Margaret.

Miss Davis placed her hand under *Play*. "This is a new word. What is it?" She showed the word card *Play*, and the children matched it with the word in the big book and read it.

Gene and Louise read both sentences.

"Let's read this page in our books. Look at the first sentence. It tells what Susan said to Bill. Read it to yourselves first. Who would like to read it aloud? Now look at the second sentence. Read it to yourselves. Alice, read it to us. Read the whole page for us, Dick."

BILL AND
SUSAN, 27

*Play
with*

"What is the first word in the first sentence? How many times do you see *Play* on the page? How many times do you see *with*?"

"Which of the sentences is longer? How are they different?"

(READ AND DO, page 23)

"Where was Fuzzy in the picture about which we read yesterday? Yes, she was up on the blanket. Let's look at the next page in the big book and see what she is doing now."

The big
book, 28
See

"What is Fuzzy doing? Who sees her? Bill wants Susan to see her too, so he is saying" Miss Davis swept her hand under the first sentence as she read *See Fuzzy*.

"And he said the same thing in the next sentence except that he added another word. You have had that word before with a capital letter." Miss Davis placed the capitalized and lower case forms of the word *go* in the wall chart. The children compared the words and read them.

The children continued in the usual way through the page.

Then they opened their books to page 28. "Oh! What has happened?" exclaimed Miss Davis. "Yes, the blanket has fallen on Susan. What do you think made it fall? Bill doesn't know what has happened to Susan. Read the first sentence to yourselves. Read it aloud, Alice."

BILL AND
SUSAN, 28
See

The children took turns reading in this way through the page.

(READ AND DO, page 24)

Miss Davis explained carefully this new page pattern in READ AND DO.

"Let's read the next page in our books," said Miss Davis. "How does Susan look? Whom is she calling? Yes, she is calling to Bill for help. Read the first sentence to yourselves. Gene, read it aloud. Remember, Susan is excited."

BILL AND
SUSAN, 29

They continued in this way until all sentences on the page had been read. Then they discussed what they thought Bill did after Susan called for help.

(READ AND DO, page 25)

Although this page in READ AND DO is designed to test understanding of word meaning, the children did it independently at their seats after Miss Davis had given careful directions for the new page pattern.

REREADING

BILL AND
SUSAN,
25-29

"Let's turn back to the beginning of the story and see if you can read this story as if you were really Bill or Susan. Can you find the beginning of the story by yourselves?"

"Shirley, make believe you are Susan talking to Bill and read this whole page for us."

"Now turn to the next page. Henry, would you like to be Bill and read what he is saying?"

"Alice, pretend you are Susan and read what Susan said to Bill on the next page. She wants him to do something."

"Now turn the page. Here Bill wants Susan to see Fuzzy. James, play that you are Bill, and read the page for us. Remember, Bill is talking in an excited voice."

"Here is the last page of the story. Susan needs help, and she is calling to Bill. Margaret, play that you are Susan calling to Bill in an excited voice."

Dick read the entire story, interpreting the pictures and reading the text to show how the characters felt in each case.

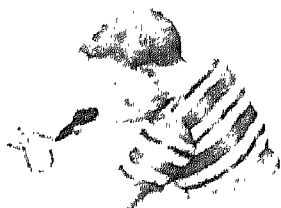
Miss Davis guided the children in evaluating their reading in terms of their ability to recognize the words, interpret pictures and text, and read so that the children listening would enjoy the story.

(READ AND DO, page 26)

Miss Davis used a reading period for the word recognition test on page 26 of READ AND DO. She asked the children to look

at the words in the first square and to draw a line under *Perky*. She checked to make sure the children understood what they were to do and then asked them to draw a line under a word in each square as she said the word. (See test on page 251.)

Then she showed them a poster with pictures. At the top was a boy drawing a picture of *Perky*. Miss Davis said "This word tells you to do what the boy is doing."



Draw



Color

"Now look at the words I have put in the wall chart *Draw Perky*. Go to the board and do what they tell you to do, Jack."

Miss Davis then put the word *Bill* after *Draw* and asked a child to follow the direction. She did the same with *Susan* and *Fuzzy*.

(READ AND DO, pages 27-28)

Next she showed the children how to make a book of pages 27-28 in READ AND DO to take home.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Recognizing *and* in a new context. Place in the wall chart: *Bill, Susan, Perky, Fuzzy, Mother, Baby*. Select two names and join them with the word card *and*. Ask someone to read the phrase. Then choose a child to select two names and join them with *and*. After this child reads the phrase, he may choose another child to select two names and join them with *and*. Ask the children to find *and* on page 26 in the big book.

Recognizing and selecting little words. Place *at* and *me* in the wall chart. Ask children if the words are long or short. Place the sentence *Look at me* in the wall chart. Ask the children to place *at* under *at* and *me* under *me*.

Interpreting sentences containing little words. Build the following sentences in the wall chart. Ask a child to look at the sentences, choose one, read it to himself, and then do what it says. The other children are to decide which sentence is being dramatized. Choose one child to read the sentence which he thinks is the right one.

Come to me.

Look at me.

Play with me.

Recognizing and selecting *See*. Play the "Show Me Game"¹ with sentences containing *See*:

See Perky go.

See Fuzzy go.

See Fuzzy and Perky go.

See Fuzzy play.

Recognizing and selecting *Look* and *look*. Place the word cards for *Look* and *look* in the wall chart. Ask children to find *Look* beginning with a capital letter and the one that begins with a small letter.

¹ The "Show Me Game" is described on page 128.

Recognizing phrases: Mount pictures of Bill and Perky on a card and of Susan and Fuzzy on another. Place in the wall chart the phrase to accompany each picture. Ask a child to read a phrase and find the appropriate picture.

Contactual Reading

Composing and reading a chart story about a playhouse made in school.

Note: The type of reading experiences referred to under this heading includes plans, directions, announcements, news items, useful labels, group or individual stories composed by the children, and lists of poems, songs, or stories. It gives the children contacts with words outside the vocabulary of the reader and also reinforces the basic words through their use in new context.

Independent Work

Selecting *and* in context. Mimeograph phrases already encountered in the book, some of which include *and*. Have children draw a line under *and* each time they see it.

See also suggestions under Related Experiences.

Supplemental Stories

The stories below may be used for additional practice. The teacher may put them on tagboard, on the blackboard, or build them in the wall chart. The suggested background story, which takes the place of pictures, arouses interest and gives the plot for the sentences the children are to read.

Background: One day Susan and Bill were playing in the yard. Susan was playing with her dolls, and Bill was playing ball with Perky. Bill threw the ball, and Perky ran after it as fast as he could. When Perky caught the ball, he carried it back to Bill. This is what Bill said to Susan as he took the ball out of Perky's mouth:

Look, Susan.

Come and look at me.

Come and look at Perky.

Background: One day Bill, Perky, and Fuzzy were playing out-of-doors. Suddenly it started to rain. They ran to the house as fast as they could go. Susan saw them and called to Mother:

See Bill go.

See Perky go.

See Fuzzy go.

Background: One day Bill wanted to build a house with his blocks. He was carrying an armful of blocks and couldn't see where he was going. He tripped over one of Susan's dolls. Bump, went Bill, flat on his stomach! The blocks flew in every direction. Bill called to Susan:

Susan! Susan!

Come here!

Help me, Susan.

Help me.

Background: One day Bill was all alone in the yard. He didn't know what to do. Suddenly he saw Perky coming into the yard. He said to Perky:

Come, Perky.

Come and play.

Play with me, Perky.

RELATED EXPERIENCES

Telling the story without the aid of pictures.

Making pictures to show the important incidents in this story, showing the pictures to another grade, and telling the story from the pictures.

Drawing pictures of a playhouse which the children have made and telling about the playhouse during a language period.

Teaching the Sixth Story

PAGES 30-33

BUILDING BACKGROUND

"What do you do to help your mother at home?" asked Miss Davis. "Do you help her when she goes to the grocery store? How?"

"The new story in BILL AND SUSAN tells how the children helped Mother when she went to the grocery store. Baby got into mischief while Mother was shopping. Let's read the story and find out what the children did to help."

DEVELOPMENTAL READING

"Where is Mother? Who is with her? Baby is getting into mischief! What is she doing? Who sees her? What is Susan doing? Do Mother and Bill see Baby? Why not? Can Mother still use the groceries? Why? Who is talking in this picture? Yes, Susan is talking to Mother in an excited voice."

BILL AND
SUSAN,
30-31

Miss Davis put *See Baby* in the wall chart. "This is what Susan said when she saw Baby throwing the groceries out of the carriage. Jimmie, read it for us." She put *Come and help me* in the chart. "This is how Susan asked Mother to help her. Who can read this sentence?" She put *Help* in the wall chart. "Here is a word you know. What is it? How is this *Help* different from the *help* in the sentence? Yes, one starts with a capital letter and the other with a small letter.

"Now look at your books. Peggy, read the first sentence. It tells whom Susan called. In the second sentence Susan tells Mother to see someone. Read it, Louise. The next sentence tells what Susan wants Mother to do. Can you read it, Gene? The last sentence is almost the same. Read it for us, Ann."

"Now, Margaret, see if you can read all of the page for us."

Miss Davis placed *See* in the wall chart and asked the children to find this word in their books.

She then placed *help*, *Come*, *me*, and *and* in the wall chart successively as the children found the words in their books.

BILL AND
SUSAN, 32

"Did Mother come when Susan called her? Where is she now? What is Susan picking up? What is Bill doing? What is Susan asking Bill to do?"

"The first sentence tells us the first thing Susan said. Read it for us, Jack. The next sentence tells why Susan wanted Bill to come. Can you read it, Margaret? The last sentence tells someone else whom Susan wanted Bill to help. Peggy, you may read it."

"Louise, would you like to read the whole page?"

(READ AND DO, pages 29-30)

Since page 29 in READ AND DO presented a new page pattern, Miss Davis carefully developed on the blackboard the technique of drawing lines to matching sentences.

The big
book, 33
*Thank
you*

Miss Davis opened the big book to page 33. "Did Bill help Mother when Susan called him? How can you tell? Where are the groceries now? What is Mother doing? What is Susan going to do? Mother said something to Bill and Susan for helping her. What do you say when someone does something for you? You say *Thank you*, and that's just what Mother said. Who can read the first sentence? The second sentence?"

She placed *Thank you* in the wall chart. "These are the words that Mother said. Read them, Alice, Jack, find *Thank you* in the big book. Now find *Thank you*, Bill. Peggy, find *Thank you Susan*."

BILL AND
SUSAN, 33
*Thank
you*

Several children read both sentences in the big book. Then they opened their books to page 33 and read the sentences.

(READ AND DO, page 31)

Miss Davis explained briefly how to do the new page in READ AND DO.

REREADING

"Turn to the beginning of the story. Now find the end of the story. Who can read all three pages? First read them to yourselves. When you look up, I will know you are ready to read."

BILL AND
SUSAN,
31-33

Several children told about the pictures and read the entire story.



red



blue



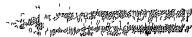
green



yellow



brown



purple



orange



black

Miss Davis showed the children the color chart poster and introduced the color words *red* and *blue*. Then they talked about the colors in the flag. Miss Davis held the flag so they could see that the field was blue and the first stripe red.

(READ AND DO, page 32)

She explained page 32 carefully and told them to look at the color chart and the flag as they worked.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Recognizing *Thank you*. Clip together *Thank* and *you*. Keep this phrase close at hand for a few days, and whenever a child does something for which you would ordinarily thank him, show him the phrase. Let the children also participate in this method of thanking you and each other.

Completing thought units. Place in the wall chart the sentences from a page in the book, for example, page 32. Omit one word in each sentence. Place the missing words on the chalk ledge. Have some child find the missing word which belongs in the first sentence and place it in the appropriate place in the chart sentence. Ask someone else to read the entire sentence. The children may refer to their books to find the missing word in each sentence.

Come Bill.
Come help me.
Come and . . . Mother.

Contactual Reading

Making a chart about things the children do to help their mothers or about a grocery store which they may make in school.

Independent Work

Making pictures for sentences in one of the chart stories.
See also suggestions under Related Experiences.

Supplemental Stories

Background: One day Susan wanted to have a tea party with her dolls. She put her play table in the garden. Then she got her dolls and toys. Her arms were so full that she dropped one of her dolls. She called to Bill. This story tells what she said:

Come here, Bill.
Come and help me.
Thank you, Bill.

Background: One afternoon Mother was out in the yard hanging up the clothes. She dropped her bag of clothespins, and the clothespins spilled on the ground. She called to Bill:

Come and help me, Bill.
Come and help Mother.
Thank you, Bill.

RELATED EXPERIENCES

Illustrating an incident in the story and telling about it.

Making a grocery store, using a table, empty cereal boxes, coffee jars, and other items. Dramatizing buying groceries at the store and saying "Thank you" after each purchase is made.

Cutting pictures of food from magazines for a scrapbook.

Telling stories about amusing or mischievous things a baby does and about helping to take care of a baby.

Listening to stories and poems.

Suggested Stories

"The Prince Who Wasn't Hungry," and "The Three Brothers," *Tell Me Another Story*, compiled by Carolyn Sherwin Bailey, Milton Bradley Company, Springfield, Mass., 1932; "How Ice Cream Came" by Carolyn Sherwin Bailey, *Favorite Stories Old and New*, selected by Sidonie Matsner Gruenberg, Doubleday Doran and Company, Inc., Garden City, N. Y., 1942.

Suggested Poems

"Fun in a Garret" by Emma C. Dowd, and "General Store" by Rachel Field, *Sung Under the Silver Umbrella*, Macmillan Company, N. Y., 1935.

Teaching the Seventh Story

PAGES 34 37

BUILDING BACKGROUND

"Peggy told us the other day about her new doll that closes her eyes and goes to sleep. She brought the doll to school this morning to show us," said Miss Davis.

The children talked about their dolls, how they played with them and put them to bed at night. Peggy said she sang a lullaby to her doll every night.

"Will you show us how you sing your doll to sleep?" asked Miss Davis.

Peggy swayed her doll back and forth in her arms and sang "Rock-a-bye Baby."

"Susan often sang her doll to sleep, also," continued Miss Davis. "Once when she was singing the doll to sleep, a funny thing happened. We will read about it in the next story."

DEVELOPMENTAL READING

The big
book, 34
Sleep
sleep

Miss Davis placed page 34 of the big book in front of the group. "What is Susan doing? Yes, she is rocking her doll to sleep."

Miss Davis placed *Sleep* in the wall chart. "This word says *Sleep*." She placed *sleep* in the wall chart. "Here is the same word again, but this time it starts with a small letter. Now look at our big book and find the word *Sleep* that starts with a capital letter. Find the one that starts with a small letter."

She placed *Go to sleep* in the wall chart. "After Susan sang *Sleep, sleep*, she sang . . ."

Go to sleep, read James.

Miss Davis then placed *Sleep, Baby* in the wall chart. "Susan made believe her doll was a baby that she was rocking to sleep. Read the sentence, Margaret."

"Let's read the page in the big book. Who can read what Susan sang first to her doll? The next sentence also tells what Susan said to her doll as she rocked back and forth. Read it for us, Jack. In the last two sentences Susan calls her doll, Baby, and tells her to sleep. Read them, Shirley. Can you read the whole page, Alice?"

"Now we will read the story from our books. There is another part to this picture in your book. You will see something funny in the other part of the picture."

BILL AND
SUSAN,
34-35

"Who is on the right hand page? Where is Fuzzy? Cats like to sleep in cozy places. Does Susan see her? No, she is probably planning to put her doll in the bed. How surprised she will be to find Fuzzy there!"

*Sleep
sleep*

"Look at the page which has the sentences on it. Read the whole page to yourselves. Who can read it aloud?"

After several children had read the page, Miss Davis put on the chalk ledge word cards clipped together to make the sentences on this page. She read *Go to sleep*. "Who can find this sentence and put it in the wall chart?"

"Who can find *Sleep, sleep*?"

Two children placed these sentences in the wall chart. Jimmie found *Sleep, Baby*.

(READ AND DO, page 33)

Miss Davis emphasized that children were to draw a line under *Sleep* beginning with a capital letter and *sleep* beginning with a small letter each time they saw it on this page of READ AND DO.

"Where did Susan find Fuzzy? How does Fuzzy look? Yes, Susan is scolding her. She is telling Fuzzy to . . ." Miss Davis placed *Go away* in the wall chart as she read the words.

The big
book, 36
away

"You can read all the sentences on this new page now." The children read the page silently as Miss Davis swept her hand under each sentence. Then Alice read the page aloud.

Miss Davis placed *Play* in capitalized form in the wall chart. "Here is the way *play* looks when it begins with a small letter," she said as she placed the lower case form of *play* directly under *Play* in the wall chart.

Miss Davis placed *Go and play* in the wall chart. "Susan told Fuzzy to"

Go and play, read Stewart.

BILL AND
SUSAN, 36
away

"Look at the first sentence in your books. Susan is excited as she calls Fuzzy. Read the page to yourselves first. The last sentence was not in the big book. Are you ready to read the page to us, Jack? Will you read it, Shirley?"

Miss Davis placed her hand under *Go away* in the wall chart. "Here is a sentence you have read. Find it in the big book.

"Where did Susan put her doll? What is she doing with the covers? Why? What is Fuzzy doing? Will she come back? How do you know? Yes, the little picture at the bottom shows you.

BILL AND
SUSAN, 37

"Susan is singing the same song to her doll which she was singing on the first page. It will be easy for you to read this page," said Miss Davis. The children read the page silently, and then Henry read it aloud.

(READ AND DO, page 34)

REREADING

BILL AND
SUSAN,
34-37

The children all read the entire story silently. Then several children read the story aloud, telling about the pictures. After each child read, the class evaluated his reading, discussing whether or not he read as Susan would have talked.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Underlining words called for from phrases on the blackboard. Such phrases as the following may be used: *Go away. Sleep, sleep. Thank you. Play with Perky. Come here.*

Selecting words in both capitalized and lower case forms. Tell the children to look at the word which is at the top of each column, to find other words in the column which are exactly like the first one and draw lines under them.

<i>Go</i>	<i>Sleep</i>	<i>go</i>	<i>sleep</i>
<i>go</i>	<i>sleep</i>	<i>to</i>	<i>sleep</i>
<i>to</i>	<i>Stop</i>	<i>go</i>	<i>stop</i>
<i>Go</i>	<i>Sleep</i>	<i>Go</i>	<i>Sleep</i>
<i>Go</i>	<i>Play</i>	<i>Go</i>	<i>play</i>
<i>at</i>	<i>Sleep</i>	<i>at</i>	<i>See</i>
<i>go</i>	<i>sleep</i>	<i>go</i>	<i>sleep</i>

Selecting rhyming words in the following rhymes. Say the lines in couplets, and ask the children to tell what words sound alike (rhyme).

BYE, BABY BUNTING

Bye, baby bunting,
 Father's gone a-hunting,
 Mother's gone a-milking,
 Sister's gone a-silking,
 Brother's gone to buy a skin
 To wrap the baby bunting in.

SLEEP, BABY, SLEEP

Anonymous

Sleep, baby, sleep!
 Thy father watches his sheep;
 Thy mother is shaking the dreamland tree,
 And down comes a little dream on thee:
 Sleep, baby, sleep!

Sleep, baby, sleep!
 The large stars are the sheep,
 The little stars are the lambs, I guess,
 And the gentle moon is the shepherdess:
 Sleep, baby, sleep!

Contactual Reading

Composing and reading an evaluation chart, as:

We Are Good Readers

We stand straight.

We hold our books right.

We tell about the pictures.

We talk the way Bill and Susan talk.

Independent Work

See suggestions under Related Experiences.

Supplemental Stories

Background: After Susan put her doll to bed, she went away. Later she came back into the playroom and saw Fuzzy looking at the doll. Susan said:

Come here, Fuzzy

Come with me.

She put Fuzzy in the doll buggy. She thought this would be a good place for Fuzzy to sleep, so she said:

Sleep, Fuzzy, sleep.

Go to sleep.

Sleep, Fuzzy, sleep.

Sleep, sleep.

Background: One afternoon Mother was putting Baby to sleep. Bill was playing with his airplane. He was saying, "Whirrrrr, Whirrrrrrr!" He was having fun, but he was making so much noise that Baby couldn't go to sleep. This is what Mother said to Bill:

Go away, Bill.

Go away.

Go and play with Perky.

RELATED EXPERIENCES

Humming or singing a lullaby.

Dramatizing these lullabies by cradling an imaginary doll or baby and swaying in time to the music.

Composing a tune for Susan's song.

Comparing the size of a doll's bed with a child's bed and with an adult's bed and drawing pictures of the three different sizes of beds.

Finding pictures of dolls, teddy bears, and other toys in magazines to cut out and paste in a *Toy Book*.

Listening to stories and poems.

Suggested Stories

"The Top That Could Sing," and "The Money Pig," *Tell Me Another Story*, compiled by Carolyn Sherwin Bailey, Milton Bradley Company, Springfield, Mass., 1932.

Suggested Poem

"Sh" by James S. Tippet, *Sung Under the Silver Umbrella*, The Macmillan Company, N. Y., 1935.

Teaching the Eighth Story

PAGES 38-43

BUILDING BACKGROUND

The day before the children were to read this story, Miss Davis had asked them to bring pictures of their daddies to school. Jack and Ann each brought a picture which Miss Davis put on the bulletin board. She labeled them *Here is Jack's Daddy* and *Here is Ann's Daddy*. She read the sentences and asked the children to find *Daddy* in each sentence.

DEVELOPMENTAL READING

The big
book, 38

Daddy

BILL AND
SUSAN,
38-39

Daddy

"Who is this?" asked Miss Davis. "What is this word under the picture?"

"Open your books to the new page. What is Daddy doing? Where has he been? What was he carrying when he came into the house?"

"Why is Daddy holding out his arms to Baby? Why is Bill holding Baby's hands? What is he helping her to do? What is Fuzzy doing? Name the toys you see in the picture."

Miss Davis placed *Come to Daddy* in the wall chart. "Daddy is talking to Baby. He wants her to come to him, doesn't he? Who can read what he said to her?"

She placed *Play with Daddy* in the wall chart. "Why does Daddy want Baby to come to him? Do you think he wants her to play with him? Yes, so he said . . ."

Play with Daddy, read Jim.

Miss Davis placed *Come and play* in the wall chart. "Baby is still coming toward Daddy. Daddy wants Baby to come, and he wants her to play. Read what he said, Shirley."

"Now look at your books. Read to yourselves the first sentence, the one in which Daddy asks Baby to come." Miss Davis then guided the reading of each sentence. Jack and Ann read the entire page.

"How many times do you see the word *Daddy* on this page? *Come?* Find *play* in two places. How are they different?"

"Did Baby finally reach Daddy? Who else is in the picture? Whose hat is Bill wearing? Why is Daddy laughing? Yes, he is laughing because the hat is too big for Bill and almost covers his eyes. He wants Baby to look at Bill and see how funny he looks.

BILL AND
SUSAN, 40

"This page tells just what Daddy said to Baby. Read it to yourselves." Several children read the whole page aloud.

(READ AND DO, page 35)

Miss Davis reviewed the word *Draw* on the poster and asked the children to read the directions on page 35 of READ AND DO before they went to their seats.

Miss Davis turned to page 41 in the big book. "What did Bill do with Daddy's hat? Did the hat fit Baby? No, it covered her whole face. What is she trying to do? Is Bill helping her? Yes, he is lifting the hat and peeking at Baby, and Baby is peeking at Bill. What is Fuzzy doing? Does Bill see her? No, he is too busy playing with Baby.

The big
book, 41

"This is what Bill said to Baby." Miss Davis placed *I see you* in the wall chart and read the sentence. "This first word is *I*. It has only one letter in it, the letter *I*. It will be an easy word to remember."

Miss Davis placed *See* in the wall chart. "Look at this word. What is it?" She placed *see* in the wall chart. "Who can tell what this word is? How are these two different?"

In this story, for the first time, a character speaks to two persons on the same page, so Miss Davis said "Look at the first two sentences in the big book. They tell what Bill said to Baby. Read them, Jack. The last two sentences tell what Bill said to Daddy. Can you read them, Shirley?"

"Look at the same page in your books. There are three sentences here that tell what Bill said to Baby. Read them to yourselves. Margaret, read them to us."

BILL AND
SUSAN, 41

"There are three sentences that tell what Bill said to Daddy. What does he want Daddy to do? Read the sentences to yourselves. Stewart, read them aloud. Jim, can you read the whole page?"

"Now we will play a guessing game. I am going to think of one sentence on this page. Then you ask me, 'Is it *I see you, Baby?*' and I will say, 'No, it is not *I see you, Baby.*' When you guess the sentence that I am thinking of, you may have a turn to think of a sentence. I will read the sentence to myself first and then aloud."

(READ AND DO, page 36)

BILL AND
SUSAN, 42

"Where was Daddy's hat in the last picture? Where is it now? How did that happen? Do you remember what Baby did with the groceries? What is Fuzzy doing? Why, I wonder? Yes, maybe she would like to curl up and go to sleep in the hat. Would Daddy like Fuzzy to do that? Why not? He has Baby on his lap and cannot push Fuzzy away, so Bill is running to rescue the hat. This page will tell us what Bill is saying to Fuzzy. Read it to yourselves.

"Look at the first two sentences. Bill is talking in an excited voice. What is he telling Fuzzy to do? Tommy, read the first two sentences for us. Peggy, read the last three sentences. Read the entire page, Louise."

"Now look at all the sentences on this page. Find *Go and play*. Find *Stop, Fuzzy! Stop!* Find *with Perk*. Find *and*. Find *Go*. Find *Stop*."

BILL AND
SUSAN, 43

"Where is Daddy's hat now? Where is Fuzzy? Does Fuzzy look happy? Is Daddy glad that Bill rescued his hat?

"Read the first four sentences to yourselves. They tell what Daddy said to Baby. Read what Daddy said to Baby, Dick. Daddy was polite. The last two sentences tell what he said to Bill for picking up his hat. Read them, Ann. Who would like to read the whole page?"

(READ AND DO, page 37)

In preparation for the new page in *READ AND DO*, Miss Davis put on the chalk ledge two or more cards for *Daddy, you, away, play, I, with, see, Thank*. She said, "Look at these words. I will ask someone to say one word, pick it up, find all the other words just like it, and bring them to me."

After the children had done this, Miss Davis put these two lines of words on the board:

Daddy	Baby	Daddy	Perky	Daddy	Daddy
away	you	play	away	away	with

She asked Russell to draw a line under *Daddy* each time he saw it and Ann to do the same with *away*. Then she told them they were to do page 37 in *READ AND DO* just as Russell and Ann had done the samples on the blackboard.

REREADING

Miss Davis chose five children. Each one told about a picture and read one page of the story aloud to the rest of the group. Then Louise read all of the story.

BILL AND
SUSAN,
38-43

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Matching sentences. Write the following sentences on the board in two columns. Ask children to read the first sentence and underline the same part in the column below.

Play with me.	I see you.
Play with Baby.	See Baby play.
Play with me, Bill.	I see you.
Play with Mother.	I see you, Baby.
Play with me, Susan.	Play with Daddy.

Matching words. Place on the chalk ledge two or more word cards for any of these words: *to, me, at, Go, Look, Good, Come, and, Mother, Baby*. Ask children to select a word and find all the other words that are the same.

Completing sentences. Put in the wall chart sentences from one page of the story, omitting one word in each sentence. Ask children to look in their books for the missing word in each sentence. As they read each missing word, put it in the appropriate space in the wall chart.

Playing the "Guessing Game." Build a group of sentences in the wall chart. One child chooses a sentence, reads it to himself, and whispers it to you. He then asks someone to guess his sentence. The child who guesses the sentence has the next turn.

Contactual Reading

Composing and reading a chart about Bill and Susan's family.

Bill and Susan's Family

Daddy works.

Mother takes care of Baby.

Susan helps take care of Baby.

Bill plays with Perky.

Baby plays.

Independent Work

Selecting a sentence from the chart "Bill and Susan's Family" and drawing a picture for it.

Drawing a picture in which the children show themselves playing with the baby in their home or with one they know.

See also suggestions under Related Experiences.

Supplemental Stories

Background: One day Daddy came home from work and called, "Hello, everybody!" Mother and Bill said, "Hello, Daddy." Then Daddy said, "Where is Susan?" Mother said she didn't know, Bill said he didn't know, and Baby couldn't talk so she said nothing. Then a voice called from behind a chair:

Daddy! Daddy!
Come and see me, Daddy.
Come and see me.

Background: One day Baby was in the garden in the play pen. Bill was playing peek-a-boo with her. Mother and Daddy came out to watch Bill and Baby play. This is what Bill said:

I see you.
I see you, Baby.
Look, Mother and Daddy.
See Baby play with me.

RELATED EXPERIENCES

Making albums of snapshots. Ask the children to bring snapshots of their daddies. Label each one, and have the children select a title for the album. They may also bring snapshots of themselves for a similar album.

Making family books. Ask the children to cut pictures of family members from magazines to paste into booklets.

Dramatizing sentences. Place sentences in the wall chart. Let a child dramatize one sentence and another read the sentence that is being dramatized.

Listening to stories and poems.

Suggested Stories

"The Three Wishes," *Favorite Stories Old and New*, selected by Sidonie Matsner Gruenberg, Doubleday Doran and Company, Inc., Garden City, N. Y., 1942; "The Journey" by Lucy Sprague Mitchell, *Here and Now Story Book*, E. P. Dutton Company, N. Y., 1921.

Suggested Poems

"Little Fred," *Recitations for Younger Children* by Grace Gaige, Appleton-Century and Company, N. Y., 1927; "Hiding" by Dorothy Aldis, *Everything and Anything*, Minton, Balch and Company, N. Y., 1927.

Teaching the Ninth Story

PAGES 44-47

BUILDING BACKGROUND

"How many of you have a tricycle? What color is it? Can you ride fast on it?"

"Bill has a tricycle, too. His father gave it to him for his birthday."

DEVELOPMENTAL READING

BILL AND
SUSAN, 44

"Look at the new page. Who is in this picture? What is Bill doing? What is Susan doing? Perky? Is Bill having a good time? Is he going fast? How can you tell?"

Miss Davis placed *Here I go* in the wall chart. "Bill is talking as he rides along. This is the first thing he said. Look at the first word. You have had this word before, but it looked different in your other story." She placed *here* in the wall chart. "Tell us this word, Russell. Why does this *here* look different from this *Here*? Read the sentence, Louise."

"Who can read the first two sentences in your book?"

"Bill was riding fast and wanted someone to see him, so he called to Susan. Read the next two sentences to yourselves and find out what he said. Read them aloud, James."

"Which two sentences are exactly alike? Read them, Peggy."

"Which two sentences are almost alike? How are they different? Read them, Russell."

"Find *Here I go*. Find *See me go*. How many times can you find the word *Here*? *See*? *me*? *go*?"

BILL AND
SUSAN, 45

"Bill is riding away from Susan, isn't he? Why is Susan holding her hands up to her mouth? Yes, she is calling to Bill."

"Bill was going away from Susan, and she wanted him to come back."

"Look at each sentence and read it to yourselves. When you look up, I will know you are ready to read all of the page."

"Did Bill turn around and come back? The sentences on this page tell what he said." The children read the page silently, and then several children read it aloud.

BILL AND
SUSAN, 46

"Now what are Bill and Susan doing? What is Susan saying? Let's read the first two sentences."

BILL AND
SUSAN, 47

Miss Davis placed *Away* in the wall chart. "Before we read the next sentence, look at the wall chart. Here is a word you know. Here is the same word, but it starts with a small letter." She placed *away* in the wall chart. Then she put *and* between the two words, and the children read *Away and away*.

"Susan was happy to be riding away with Bill. She kept saying *Away* over and over again. Read the next sentence to yourselves. How many times did she say *away*? Read the last two sentences for us, Henry."

"Who can read all that Susan said to Bill when she was riding with him?"

After the page was reread, Miss Davis placed in the wall chart the following words. She asked the children to frame the words as she named them.

<i>Bill</i>	<i>go</i>	<i>and</i>	<i>Sleep</i>
<i>Baby</i>	<i>at</i>	<i>Stop</i>	<i>Help</i>
<i>Daddy</i>	<i>to</i>	<i>Susan</i>	<i>Here</i>
<i>Away</i>	<i>with</i>	<i>Good</i>	<i>see</i>

Then she introduced a new game. She wrote on the black-board:

Here I come.

Here I go.

See me go.

Play with me.

"Gene, draw a line under *Here I go*," she said. The children underlined other thought units and then took turns drawing two lines under *go*, *come*, *I*, *Here*, *See*, *me*, *with*, *Play*.

(READ AND DO, page 38)

REREADING

BILL AND
SUSAN,
44-47

"Who would like to play that he is Bill and read the pages where Bill talks? Who would like to play that she is Susan and read the pages where Susan talks? See if you can read as though you really were Bill and Susan talking to each other."

(READ AND DO, page 39)

Miss Davis developed the new color words *green* and *yellow* with the color poster before the children did page 39 in READ AND DO.

After finishing BILL AND SUSAN, Miss Davis interspersed various types of rereading experiences with the different tests provided in READ AND DO.

One day the children chose stories to reread. Then they did page 40 of READ AND DO in the morning and the meaning test pages 41 and 42 in the afternoon.

Another day they did Part I of the final vocabulary test on page 43 of READ AND DO in the morning. In the afternoon they chose a story to dramatize. (See test on page 251.)

The day they did Part II of the final vocabulary test on page 44 of READ AND DO, they read BILL AND SUSAN to themselves at their seats. (See test on page 251.)

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Completing sentences. Place in the wall chart:

Here I come

Here I go

See me go

Clip together the word cards *to play* and place on the chalk ledge. Ask a child to read the first sentence in the wall chart, add the phrase *to play*, and read the entire sentence. Use the same procedure for the other sentences.

Matching capitalized and lower case forms. Place in the wall chart in a column: *Here, See, Play, Come, Go, Away*. Place in the chalk ledge the same words in their lower case form. Ask a child to read one of the words in the wall chart. Then ask him to find the same word in the chalk ledge, read the word, and place it beside the capitalized form in the wall chart.

Recognizing rhyming words. Say several words, some of which rhyme with the first word you say. Ask the children to clap once whenever you say another word which sounds like the first one, for example: day, girl, play, sing, hay.

Contactual Reading

Listing stories the children like.

Independent Work

Illustrating sentences in the story.

See also suggestions under Related Experiences.

Supplemental Stories

Background: One day Susan was roller skating on the sidewalk. Bill and Perky came along. When Susan saw them, this is what she said:

Here I go, Bill.

Here I go.

See me, Perky.

See me, Bill.

Background: One afternoon Bill was riding in his wagon. He saw Susan playing with her dolls in the garden. Bill called to Susan to ride with him. After Susan had climbed into the wagon, this is what she said:

Here I go.

Here I go with you.

Away I go with you.

Away and away and away.

LEARNING TO READ RELATED EXPERIENCES

Going through the motions of riding on a tricycle, on a scooter; of roller skating; of rowing a boat.

Reading to visitors chart stories which the children have composed.

Listening to stories and poems.

Suggested Story

"The Velocipede That Went by Itself," *Stories to Tell the Littlest Ones*, by Sarah Cone Bryant, George G. Harrap and Company, Ltd., London, England.

Suggested Poem

"Different Bicycles" by Dorothy W. Baruch, *Sung Under the Silver Umbrella*, The Macmillan Company, N. Y., 1935.

UNDER THE TREE





Under the Tree

Miss Davis introduced UNDER THE TREE, the second Pre-Primer, by discussing with the children their experiences playing under trees.

"How many of you have a tree in your back yard? What kind of tree is it? Do you ever play under the tree? What do you play? Do you ever climb the tree? Do you ever see anything in the tree? What?"

She held up a copy of UNDER THE TREE.

"Here is a new book. The title of it is UNDER THE TREE." She showed the title to the children as she read it. "Why is it called UNDER THE TREE?"

"Look at the picture on the cover. Who is this boy? Who is the girl? Whose pet is this? What is his name? Whose pet is this? What is her name?"

(If the children have not had the preceding books of the series, tell them that the children are Bill and Susan, and that they have two pets, a dog named Perky and a cat named Fuzzy. See Teachers' Guide for BILL AND SUSAN.)

Miss Davis gave copies of the book to the children. She called attention to the title page. "Here is the big tree again," she said. "Who is under it?"

The children recalled the characters in the book by turning to the pages on which they appear and naming them. They found Bill and Susan on pages 2 and 3, Perky on pages 8 and 9, Mother on pages 14 and 15, Baby and Fuzzy on pages 20 and 21, and Daddy on pages 32 and 33.

Miss Davis then discussed with the children how to take care of their books. "We must keep them looking new," she said. "How can we do this?" She listed their suggestions on the board:

Have clean hands.

Turn the pages carefully.

Hold the book with both hands.

Teaching the First Story

PAGES 2-7

BUILDING BACKGROUND

Miss Davis asked the children to turn to pages 2 and 3 in *UNDER THE TREE*.

"The first story in our new book is about something that happened to Susan one day when she was climbing the big tree in the yard."

DEVELOPMENTAL READING

Pages 2-3

(Bill)¹

(Susan)

"Who is in this picture? What is Susan doing? What is Bill doing? What kind of clothes are the children wearing?"

"What is the word under the picture of Bill? Under the picture of Susan?"

Before presenting page 45 of *READ AND DO*, Miss Davis introduced the new direction word *Color* with the poster, in the same way as she had introduced *Draw*.²

(*READ AND DO*, page 45)

Pages 4-5

(Help)

(me)

Miss Davis asked the children to turn to pages 4 and 5.

"What happened to Susan? What might happen to her if she tried to help herself?"

"Read the sentences on page 5, and find out what she called to Bill."

The children read the page silently, and Ann read it aloud.

(*READ AND DO*, page 46)

Page 6

(Stop)

"How is Bill helping Susan? He doesn't want her to pull away while he loosens her sweater from the branch, so he is saying . . ."

¹ Words in parenthesis are words introduced in the first Pre-Primer, *BILL AND SUSAN*. If this book has not been used, introduce the words with the use of the illustrated word cards or on the blackboard. See pages 106-7 for suggested procedures.

² See page 149.

Stop, Susan! read Jim.

Henry read the second sentence, and then Alice read the page.

(READ AND DO, page 47)

Miss Davis discussed with the children the picture on page 7. Page 7

"Susan got down from the tree safely, but she looks as if something has happened. Did she tear her sweater? No, she just stretched it, and she wants Bill to look at it. Read what she said. Why is Bill laughing?" (Look at)

REREADING

Miss Davis asked the children to find the beginning and the end of the story. She told about the pictures on each page as several children took turns reading the story. They evaluated each other's reading in terms of items they had listed on a chart titled "We Are Good Readers." Pages 2-7

Then Miss Davis told about the pictures as Louise read the entire story as follows:

"One day Bill and Susan went out to play under the big tree. Susan climbed up in the tree. She caught her sweater and called Bill to help her. She said"

Bill! Bill! Help me, Bill! Help me!

"Bill climbed up to help her, but Susan kept pulling on the sweater. Bill said"

Stop, Susan! Stop, Susan! Stop!

"Susan got down, but the sweater was pulled in a funny bump. She said"

Look, Bill! Look at me.

(READ AND DO, page 48)

Miss Davis explained this page in READ AND DO very carefully, since it calls for two types of responses. She put a sample exercise on the board. The children matched both words and sentences and drew lines under matching words and to matching sentences.

LEARNING TO READ

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Identifying and selecting words in context. Build the following sentences in the wall chart. Let children play the "Show Me Game" and the "Guessing Game" described on pages 128 and 168.

Help me, Bill!
Look at me, Bill.
Stop, Susan.

Interpreting meanings. Place in the wall chart a picture of a child in some difficulty. Under it build sentences such as these:

Help! Help!
Look at me.
Help me!

On the other side place a picture of an older person at work with a child helping him or coming to help him. Ask children to place appropriate sentences under the second picture.

Contactual Reading

Composing a story for a "Reading Diary." Prepare a large book cover, and fasten blank sheets of newsprint or wrapping paper in it. Record each story on a new page. After finishing the first story in UNDER THE TREE, the children might, for example, compose the following sentences:

Wednesday
 We have a new book.
 It is called UNDER THE TREE.
 We read the first story today.

Independent Work

Making pictures for the story composed for the diary.
 See also suggestions under Related Experiences.

Supplemental Stories¹

Background: One day Susan was in the garden singing a lullaby to her doll. Just then Bill came running along with Perky at his heels. Perky was barking loudly. Susan said:

Stop, Bill!
Stop, Bill! Stop!

Background: One Saturday afternoon Bill was roller skating. He was practicing some tricks. First he would skate on one foot. Then he would skate stooping down. Susan came along, so he showed her his tricks. This is what he said:

Look, Susan!
Look at me, Susan.

RELATED EXPERIENCES

Going through the motions of climbing a tree, of picking fruit from a tree, of the swaying of branches in the wind, of falling leaves.

Discussing the different kinds of trees in or near the school yard and making large pictures of them.

Listening to stories and poems.

Suggested Stories

"Big Trees" by Marjorie Hardy, *Told Under the Blue Umbrella*, The Macmillan Company, N. Y., 1933; "The Three Apples," *Tell Me Another Story*, compiled by Carolyn Sherwin Bailey, Milton Bradley Company, Springfield, Mass., 1932.

Suggested Poem

"Brooms," *Chimney Corner Poems*, Veronica Hutchinson, Minton, Balch and Company, N. Y., 1929.

¹ If BILL AND SUSAN has not been used, see page 151 for a suggested procedure for using the Supplemental Stories.

Perky¹

PAGES 8-13

BUILDING BACKGROUND

"Have you ever been on a picnic?" asked Miss Davis. "Where did you go? What did you take to eat? Did you ever have a picnic in your back yard? What did you do?"

DEVELOPMENTAL READING

Pages 8-9

(Perky)

"Where are Bill and Susan? What are they going to do? What is Bill doing? What do you think Susan has in her paper bag? Who is coming toward Susan? Do you think Bill and Susan want Perky to come to their picnic? Why?"

"Find the word *Perky* under the picture. This is the name or title of the story. It tells you that this story is going to be something about Perky. Who can find a title on one of our chart stories? Read the title of this story, Shirley."

"Read the rest of the page to yourselves. Read it aloud, Jim."

Miss Davis placed *Look at Perky* in the wall chart. She put other sentences on the board:

Look at Susan.

Look at Perky.

Look at me.

Look at Perky.

The children found the sentences on the blackboard which matched the one in the chart, read them, and underlined them. They found the words *me*, *Look*, *at*, as Miss Davis named them. They found the phrase *Look at* four times.

¹ Now that children have had sufficient experience in following story plots and have acquired a small working vocabulary, they are ready for real story titles which function in the story content or plot.

(READ AND DO, page 49)

Before presenting page 49 in READ AND DO, Miss Davis reviewed the direction word *Color* and introduced the new color word *brown*, using the color chart.

She discussed the picture with the children; then she introduced *Go* and *away*. Page 10
(Go)
(away)

"What are Bill and Susan almost ready to do? Why don't they want Perky around? What does Bill want Perky to do? How do you know? What is he saying to Perky? Read the sentences as if you were Bill scolding Perky."

(READ AND DO, page 50)

"What is on the plate near Bill? What is Bill about to do? What does Perky see? Does Bill see Perky? Does Susan see Perky? Read what Susan said." Page 11
(I)
(see)

"Find *I see* in your books. Find *Look at Perky*." How many times do you see *Look, see, at, Perky*?"

(READ AND DO, page 51)

"What is happening in this picture? Does Bill see Perky? Who does see Perky? Read what Susan is saying to Perky." Page 12

"How are these two sentences alike? How are they different? How many times do you see the word *Stop* on this page?"

"If you were playing on the playground and someone tried to catch you, what would you do? Run, of course. That is what this new word says." Miss Davis held up the word card *run*. Page 13
run
The children took turns reading the word and doing what it said.

Miss Davis built *See Perky run* in the wall chart. Several children read the sentence, and then one child framed *run*.

"What is happening in the picture on page 13? Bill sees Perky now. The sentences tell us what he said to Susan. Margaret, read the page."

"Which sentences are alike on this page? How many times can you find *run*? Could you find *run* if I put it with some other

words in the chalk ledge!" Miss Davis placed cards in the chalk ledge, including two for *run*. Ann picked up *run* each time she saw it and read it. She rearranged the cards and chose Russell to repeat the game.

RE-READING

Pages 8-13 The children reread the story for the purpose of dramatizing it. Children volunteered for the parts of Bill, Susan, and Perky and dramatized the incidents pictured on each page as others read the sentences.

(READ AND DO, page 52)

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Building sentences. Place word cards for page 13 on the chalk ledge. Have one child build a sentence found on this page by placing word cards in the appropriate order in the wall chart after another child reads the sentence to be built.

Identifying rhyming words. Let the children listen to and repeat "Simple Simon" and "Little Jack Horner." Have them say the words that rhyme.

Contactual Reading

Planning a menu for a picnic.

Making up a story for the "Reading Diary."

Independent Work

Making pictures of food which the children would like to take on a picnic.

See also suggestions under Related Experiences.

Supplemental Stories

Background: One day Bill was playing with Perky. He threw a stick as far as he could. Perky ran after it. Then he brought

the stick back to Bill. Bill threw the stick again and said to Susan:

Look, Susan! Look!
See Perky run!
See Perky run!

Background: One morning Susan was dressing in a hurry. As she was putting on one shoe, Perky came up behind her and picked up the other one in his mouth. Perky wanted to play, but Susan didn't have time to play. She tried to take the shoe out of Perky's mouth and said:

Stop, Perky! Stop!
Go away.
Go away, Perky!

RELATED EXPERIENCES

Having a picnic under a tree in the school yard or nearby. Each child may bring fruit from home, or the class may prepare food, such as jello or apple sauce.

Making pictures of places which the children think would be good for a picnic. During the language period each one may tell why he thinks the place his picture represents would be good for a picnic.

Listening to stories and poems.

Suggested Story

"The Picnic Basket" by Margery Clark, *Told Under the Blue Umbrella*, The Macmillan Company, N. Y., 1933.

Suggested Nursery Rhymes

"Little Jack Horner," "Peter, Peter, Pumpkin Eater," "Sing a Song of Sixpence," and "Hot Cross Buns," *Anthology of Children's Literature*, Johnson and Scott, Houghton Mifflin Company, N. Y., 1935.

Perky Helps Mother

PAGES 14-19

BUILDING BACKGROUND

"How many of you have a dog? What are some of the tricks your dog can do?" While the children were telling some of the tricks their dogs could perform, Miss Davis wrote what they said on the board:

Dick said, "My dog can sit up."

Alice said, "My dog can roll over."

Jack said, "My dog can jump."¹

DEVELOPMENTAL READING

Page 14

said
(Mother)

"These are some of the things you said about your dogs," Miss Davis read the sentences to the children. "Do you see the word after *Dick*? That word is *said*." She showed the word card *said* to the children. "Show us the word *said* after Jack's name. How many times do you see *said* in these sentences?"

"Do dogs ever help people in any way?" The children told about dogs that help farmers care for cows, and those that help round up sheep on a ranch. "We will see how Perky helped Mother in our new story."

Miss Davis placed *Perky Helps Mother* in the wall chart.

"This is the title of the story. It is another story about Perky. But this time Perky isn't causing trouble. The title tells us *Perky Helps Mother*. Look at the word *Helps*. We have had this word before, but it looked like this." Miss Davis placed *Help* in the wall chart below *Helps*. "How are the two words different? Yes, there is an extra letter at the end of *Helps*—the letter *s*. How do you suppose Perky helps Mother?"

¹ The children are not supposed to learn to read all of the words in these sentences. The chief purpose of the sentences is to give them meaningful contacts with *said* and *can*. These sentences may be left on the blackboard or put on a chart to use immediately as a self-help reference for *said* and later for *can*.

"Look at the picture on page 14 in your books. Where do you think Mother has been? How can you tell? She has so many packages she can scarcely carry them.

"What is Bill doing? When he looked up and noticed Mother, he said something to Perky." Miss Davis placed *I see Mother* in the wall chart. Ann read the sentence.

Miss Davis guided the reading of page 14 with motivating questions. She had the children find *said* in their books and underline *said* in the blackboard sentences.

(READ AND DO, page 53)

Miss Davis very carefully explained the new page pattern on this page of READ AND DO.

"What is Susan doing? Why? Yes, she is running to help Mother, and she wants Bill to come with her." Page 15
(Come)
(with)

The children read page 15 in the usual way.

Miss Davis clipped together the word cards *Bill said* and *Susan said*. She placed word cards in the wall chart to represent some of the speeches of Bill and Susan on pages 14 and 15. The children took turns placing *Bill said* and *Susan said* at the beginning of sentences which told what each child said.

(READ AND DO, page 54)

Again Miss Davis made sure the children knew just what to do with this new page pattern in READ AND DO.

"Who will help me pass the books today?"

"I will help you," said Margaret.

While Margaret passed the books, Miss Davis placed *I will help you* in the wall chart. "Just now I asked who would help pass the books. Read what Margaret said." Several children read the sentence. Others found *will* and read it.

"Now let's open our books to page 16," said Miss Davis. "What is Susan doing? What are Bill and Perky doing? Both Bill and Susan said something to Mother. Let's read what they said." The children read the page and then found the new word *will* wherever it appeared.

Page 16
will
(you)

Miss Davis built the sentence *Bill said*. "*I will help you*" in the wall chart. The children clapped once when she placed her hand under *said*; under *will*; under *help*.

(READ AND DO, page 55)

Page 17 (to) (Good) "How are Bill and Susan helping Mother? What did Bill say? What is Mother doing? As she was bending down to Perky, this is what she said." Miss Davis placed *Will you help me, Perky?* in the wall chart. Several children read the sentence.

"Do you see this word *Will*?" Miss Davis indicated *Will* in the wall chart and then placed *will* below it. "Here is the same word beginning with a small letter."

The children read page 17 in the usual way.

Miss Davis wrote these sentences on the blackboard:

Will you help me?

Will you help?

Will you help me?

Will you help Susan?

Will you help me?

Will you help Perky?

Will you help me?

The children underlined *Will you help me?* each time they found it in the column of sentences. They drew a circle around *Will* wherever they found it.

(READ AND DO, page 56)

Page 18 *can* "What is everyone in this picture doing? Yes, everyone is carrying something, even Perky! As Susan walked along, she said, *I can help*." Miss Davis placed this sentence in the wall chart and read it. Dick found *can* and read it.

Miss Davis read the sentences previously written on the blackboard.¹ The children matched *can* with *can* in the sentences and read the word each time.

¹ See page 186.

Miss Davis guided the reading of page 18 as usual, asking children to read what Susan said and what Bill said.

On the blackboard she wrote these sentences:

James can run.

Louise can look at me.

Peggy can go away.

Russell can help me.

' The child whose name appeared at the beginning of each sentence read the sentence orally and then dramatized it. The children took turns underlining words or phrases asked for and then reading them.

(READ AND DO, page 57)

Miss Davis explained to the children the new page pattern on page 57 in READ AND DO.

"When someone helps you or gives you something, what do you say?" Miss Davis placed *Thank you* in the wall chart. Alice read the phrase. Page 19
(Thank)

"To whom is Mother talking? Does she look happy? Let's find out what she said. Do you remember the title of this story? Was it a good title?"

Miss Davis guided the reading of the page with motivating questions.

(READ AND DO, page 58)

REREADING

A group of six children told about the pictures and read the entire story, each child reading one page. Miss Davis called attention to the fact that they would read *Bill said*, *Susan said*, and *Mother said* in this story. Russell read the entire story, telling about the pictures as he went along. Pages
14-19

They evaluated their reading in terms of smoothness and good interpretation of how the different characters talked.

(READ AND DO, pages 59-60)

Miss Davis reviewed briefly the technique for page 59 of READ AND DO previously developed on page 37. She put the color chart where the children could refer to it while they worked with page 60.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Hearing rhyming words. Say to the children, "I am thinking of words that sound alike. One is *will*, the other is" Let the children supply *Bill*. "Can you think of other words that rhyme with *will* and *Bill*?" Let the children supply additional rhyming words.

Recognizing sentences. Build in the wall chart sentences taken from the story, as:

Help me!
Thank you.
I will help.
I can help.

Divide the class into two groups. A child from one group reads a sentence and asks a child in the other group to find it. This child reads another sentence and asks a child in the first group to find it, and so on.

Contactual Reading

Composing sentences containing *Will*, *can*, and *you*, using incidental classroom situations, as:

Will you water the plant, James?
Peggy can draw a bird.

Write these sentences on the blackboard, and help the children to read them at opportune times.

Composing sentences for the "Reading Diary," such as:

Today we read a new story.
It was called "Perky Helps Mother."
Perky was a good dog.
We like Perky.

Saying rhyming words in the nursery rhymes suggested under Related Experiences.

Independent Work

Matching phrases. Hectograph lists of sentences and phrases containing the new words. Have children underline in each column the phrase underlined at the head of the list. Suggested lists follow:

<u>Bill said</u>	<u>can help</u>	<u>Will you</u>
Susan said, "Perky!"	I can help.	Will you help?
Bill said, "Fuzzy!"	I see you.	Will Baby play?
Mother said, "Baby!"	See me help.	Will you look?
Bill said, "Daddy!"	Bill can help.	Will Perky run?
Bill said, "Susan!"	Perky can help.	Will you stop?

See also suggestions under Related Experiences.

Supplemental Stories

Background: One day Mother was in the garden cutting some flowers. Just then Bill came into the garden and asked Mother if he could carry the flowers into the house for her. Mother gave the flowers to Bill.

*Mother said,
"Thank you.
Thank you."*

Background: One afternoon Bill was playing with his blocks in the garden. He wanted to build a house, but he thought it would be more fun if Susan would help him. This story tells how Bill asked Susan to help him:

*Bill said,
"Come here, Susan.
Come here.
Will you help me, Susan?
Will you help me?"*

RELATED EXPERIENCES

Making pictures of the things which the children think a dog might carry in his mouth (a bone, a newspaper, a package).

Dramatizing the story "Perky Helps Mother."

Listening to stories and poems.

Suggested Stories

"The Travels of a Fox," and "The Dog and His Shadow," *For the Children's Hour*, by Carolyn S. Bailey, Milton Bradley Company, Springfield, Mass., 1928.

Suggested Nursery Rhymes

"Hey Diddle Diddle," and "Hark, Hark, the Dogs Do Bark," *Anthology of Children's Literature*, Johnson and Scott, Houghton Mifflin Company, N. Y., 1935.

Fuzzy

PAGES 20-25

BUILDING BACKGROUND

"The new story in our books is about an old friend. Who is it? How do you know? Read the title. Bill and Susan and Baby liked to play with Fuzzy, but we'll see whether Fuzzy would come and play with them. The new story will tell us what Fuzzy did."

DEVELOPMENTAL READING

"What is Baby trying to do? Why is Fuzzy running away? Page 20
She doesn't want to play with Baby, does she? Who is talking (Fuzzy)
in this picture? Yes, Bill is talking to Fuzzy and to Baby. When (Baby)
Bill saw Baby chasing Fuzzy, this is what he said." Miss Davis placed *Run away, Fuzzy!* in the wall chart. Jack read the sentence.

"Look at the word *Run*. We had this word before but it looked like this." Miss Davis placed *run* in the wall chart. She had the children differentiate between the two words.

"Let's read this page to find out what Bill said. First he talked to Fuzzy, and then he said something to Baby. Read what he said to Fuzzy, Henry. Now read what he said to Baby.

(READ AND DO, page 61)

"Bill knew Fuzzy didn't want to play with Baby. Do you Page 21
think Fuzzy will come to Baby?" Miss Davis placed two sen- not
tences in the wall chart: (play)

Fuzzy will come.

Fuzzy will not come.

"Which did Bill say?" Then she built:

Fuzzy will play.

Fuzzy will not play.

She asked which Bill said. She held up the word card *not* and asked the children to read it. James matched the card with *not* in the sentence.

She guided the reading of the page in the usual way.

Then she put these sentences on the blackboard:

Fuzzy will not come.

Fuzzy will not play.

See Fuzzy run away!

The children underlined *will*, *not*, *See*, *play*, and *Fuzzy*.

(READ AND DO, page 62)

Miss Davis emphasized that the children would need to read carefully and watch for the word *not* in the sentences on this page of READ AND DO.

Page 22

Oh

"Do you think Fuzzy is going to play with Baby now? Bill doesn't think so either. He said *Oh, Baby!*" Miss Davis swept her hand under the words which she had put in the wall chart. "Read the page to yourselves to see what Bill said to Baby. Does Bill think Fuzzy will come and play with him?"

She guided the reading of the page. Then she wrote two lists of phrases on the board, repeating *Oh, Baby!* several times. The children underlined this phrase and drew a box around *Oh* each time they found it.

(READ AND DO, page 63)

Page 23

did
(and)

"What do you think Bill is asking Fuzzy to do? How many think Fuzzy *did* come?" Miss Davis wrote *Fuzzy did come* on the blackboard, read the sentence, and wrote after it the number of children who raised their hands. "How many think Fuzzy *did not* come?" She used the same procedure with *Fuzzy did not come*. "Let's read this page and find out who is right." She guided the reading of the page.

Miss Davis placed *Fuzzy did not come* in the wall chart and played the "Clap Game"¹ with the children, emphasizing especially the new word *did*.

¹ See page 136.

(READ AND DO, pages 64-65)

Miss Davis asked the children to read to themselves page 64 of READ AND DO and decide what they would do. She had placed the poster showing *Draw* on the chalk ledge for reference if any child needed help. She explained briefly page 65.

"When you ask someone for something and you want to be very polite, what word do you use? Yes, and here is the word *Please*." Miss Davis placed *Please* in the wall chart. "On this new page someone wanted Fuzzy to come, so she said, *Please come*." Miss Davis placed the sentence in the wall chart as she read it. Page 24
Please
(*Here*)

"Look at the new page. Who is trying to coax Fuzzy to come? Do you think Fuzzy did come to Susan? Let's read the page and find out." Miss Davis guided the reading with motivating questions as usual.

She then placed in the wall chart sentences selected from the page, omitting one word in each sentence:

Here, Fuzzy! Fuzzy!

Come play with me.

. . . . come and play.

Fuzzy did come.

She put the cards for the missing words (*Here, and, Please, not*) on the chalk ledge. Louise found the first sentence in her book, read it, found the right card on the chalk ledge, and placed it in the wall chart to complete the sentence. She then read orally the completed sentence. Other children followed this procedure for the remaining sentences.

(READ AND DO, page 66)

"What is Mother doing? Did Fuzzy come to Mother? Let's find out what Mother said to Bill and Susan? What did she say to Fuzzy? Why do you think Fuzzy did come to Mother?" Page 25

(READ AND DO, page 67)

REREADING

Pages
20-25

The children reread the story for the purpose of accompanying a pantomime. One group of children read the story through page by page, while another group silently dramatized it.

(READ AND DO, page 68)

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Matching capital and lower case forms. Place the word cards *Run, run, See, see, Will, will, Can, can, Here, here*, and others beginning with capital and small letters, on the chalk ledge. Have children match the two forms of each word.

Identifying rhyming words. Say a couplet for the children in which a word rhymes with *not*, as:

I can not

Make a dot.

Ask the children what two words sound alike. Have them make other rhymes using *not*.

Contactual Reading

Composing sentences for the "Reading Diary."

Independent Work

Selecting sentences to illustrate. Let each child illustrate one of the following sentences:

Fuzzy did not come to Baby.

Fuzzy did not come to Bill.

Fuzzy did not come to Susan.

Fuzzy did come to Mother.

Later each child may show his picture to the class and tell which sentence he illustrated.

See also suggestions under Related Experiences.

Supplemental Stories

Background: One day Susan wanted Perky to come out of the house. Perky just stood at the door with his head cocked to one side. Did he come after Susan? This story will tell us:

*Susan said,
"Here, Perky!
Please come.
Please come here."
Perky did not come.*

Background: While Susan was trying to coax Perky to come, Bill came along. He said to Susan, "I will get him out of the house." Bill ran away and came back with a bone. This story will tell us what happened:

*Bill said,
"Come here, Perky.
Please come."
Perky did come to Bill.*

RELATED EXPERIENCES

Making pictures of all the things cats like to eat.
Telling something about a cat or dog.
Listening to stories and poems.

Suggested Poems

"I'd Rather Be Me" by Lilly Robinson, and "How They Sleep" by Grace Gaige, *Recitations for Younger Children*, D. Appleton-Century Company, N. Y., 1927.

Bill Plays Ball

PAGES 26 31

BUILDING BACKGROUND

"This morning I have a surprise for you!" Miss Davis showed the children a shiny new rubber ball and asked who would like to play with it. She put this sentence in the wall chart:

Dick, play with the ball.

Dick read the sentence and dramatized it. Miss Davis put the names of other children at the beginning of the sentence and asked them to do what the sentence said.

Then she clipped together the word cards *the ball*. The children matched the phrase with the same phrase in the sentence.

Miss Davis placed the illustrated side of the word card *ball* preceded by the card *the* in the wall chart as a self-help for any children who did not recognize the new word in their reading.

DEVELOPMENTAL READING

Page 26

*the
ball*

"Let's look at the new page in the book. What is Bill doing? Who can read the title?" Miss Davis placed *Bill Plays Ball* in the wall chart. She placed *play* under *Plays* and asked Ann to read the word. "The same word is in the title, but it looks a little different." The children observed the *s* ending in *Plays* and the capital letter at the beginning. One or two children read the title of the story from the wall chart, then from their books. They read the rest of the page as usual.

Miss Davis wrote several sentences on the board, some of which contained the phrase *the ball*. The children underlined the phrase. Then they played the "Show Me Game."

(READ AND DO, page 69)

Miss Davis called attention to the pictures in the directions on page 69 of READ AND DO. She placed the color chart where the children could see it for reference.

"Who would like to play ball this morning? I will put your name on the board. Then you may say to me, 'I want to play ball.' " As each child recognized his name and answered, Miss Davis wrote his sentence on the board, as follows: Page 27
want

Jack said, "I want to play ball."

Alice said, "I want to play ball."

Miss Davis clipped together the word cards *I want to play*. The children matched this sentence with the blackboard sentences. They underlined *want* and read it.

"Let's look at the picture in our book again. What has Susan been doing? What do you think she wants to do now? Why do you think so?"

Miss Davis guided the reading of the page.

At the close of the period she wrote on the blackboard phrases and sentences which contained words needing practice and asked individual children to underline a word or phrase she named:

Oh, Bill!

I want to play.

Bill plays ball.

Play with the ball.

Please, Bill.

I can play ball.

Look at the ball.

Play with me.

(READ AND DO, page 70)

Miss Davis briefly discussed the new page pattern on this page.

"Here is a word that you know." Miss Davis placed *come* Page 28 in the wall chart and asked a child to read it. Then she placed *comes* below *come*. "This word is the same except that it has an *s* on the end. Can you hear the *s* sound when I say *comes*?"

"Look at the picture on page 28. What is Bill going to do with the ball? Is Susan ready to catch it? How can you tell?" Miss Davis placed *Here comes the ball* in the wall chart. "This is what Bill said to Susan when he was ready to throw the ball. Who can read this sentence?"

"You know all the words on this page. Let's see how well you can read it." Miss Davis guided the reading of the page.

At the end of the lesson the children found words which she named on the page.

Page 29

get

"Shall we play ball again?" Miss Davis chose a child to throw the ball and named others to run and get the ball. She wrote the direction on the blackboard each time, reading it as she did so:

Run and get the ball, Stewart.

Run and get the ball, Peggy.

Different children read the sentences and underlined *Run* and *get*. Miss Davis introduced the word card *get* and asked children to match the card with the same word in one of the sentences and read it.

"Look at the picture on page 29. Bill threw the ball to Susan. Do you think Susan will get the ball?" The children read the sentences.

Miss Davis placed *come* and *Play* in the wall chart and *comes* and *Plays* on the chalk ledge. She asked a child to read *come* in the wall chart, find the same word ending in *s* on the chalk ledge, and place it below the first word in the wall chart. She followed the same procedure for the second word.

She then placed *said*, *Run*, *ball*, *the*, *get*, *and*, *Susan*, *Bill* in the wall chart and asked the children to find these words in their books.

(READ AND DO, page 71)

Page 30

"Did Susan catch the ball? Who else is running after the ball? Yes, Perky is running after the ball, too. It looks as if he wants to play ball with Bill and Susan. Let's read and find out if Perky is having a part in the ball game." The children read the page in response to questions as usual.

Page 31

doll

"We are going to meet someone new today. Would you like to see her picture?" Miss Davis showed the picture of the doll on the illustrated word card. "What is this? Yes, and here is

the word *doll*. I will put this card in the wall chart. It will help you to remember the word *doll* when you come to it in your book.

"How many of you think that the doll can play ball?" Miss Davis put the sentence on the blackboard. She counted the children who raised their hands and placed the number after the sentence. Then she asked, "How many think the doll cannot play ball?" She did the same with this sentence.

"Let's look at page 31 and see who is right. Did Susan get the ball? Did Perky? Who did catch it? Can this doll play ball? Let's read the page and see what Bill says." Miss Davis guided the reading as usual.

REREADING

The children reread the story for the purpose of responding to instructions to read what certain characters said on specific pages. Pages
26-31

(READ AND DO, page 72)

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Identifying *s* endings. Place in the wall chart: *Play, come, doll, Help*. Place the same words with the *s* ending on the chalk ledge. Ask a child to read one of the words in the wall chart. Then ask him to find the same word with an *s* ending on the chalk ledge and place it under the appropriate word in the wall chart.

Identifying rhyming words. Put these words in the wall chart:

Bill, like, will, play.

Ask the children to read the words and tell which two words rhyme.

Contactual Reading

Composing a chart story about the toys the children have at home or bring to school.

Independent Work

Following directions. Put in the wall chart:

Draw the ball.

Color the ball red.

Have the children read and follow these directions.
See also Related Experiences.

Supplemental Stories

Background: One day Bill wanted to play ball with Perky, but Perky was sleeping under the tree. This story tells what Bill said to Perky:

Bill said,

"I want to play.

I want to play ball.

Run and get the ball, Perky.

Background: One afternoon Susan was holding her doll by the arms, pretending she could walk. This is the story of Susan and her doll:

Susan Plays

Susan said,

"See my doll.

My doll can go with me."

RELATED EXPERIENCES

Bringing toys to school for a toy corner.
Pretending to bounce balls in time to music.
Listening to stories and poems.

Suggested Story

"The Top and the Ball," *For the Children's Hour*, by Carolyn S. Bailey, Milton Bradley Company, Springfield, Mass., 1928.

Susan and the Dolls

PAGES 32-37

BUILDING BACKGROUND

"Many of you have dolls. Do you ever have parties for them? Where do you have your party? What do you use for furniture, dishes, and food?"

"In the new story about Bill and Susan something interesting happened to Susan while she was having a tea party with her dolls. I will help you with the new words. Then we will read the story."

DEVELOPMENTAL READING

Miss Davis showed the illustrated word card *doll*. "What is this?" She showed the illustrated word card *dolls*. "How many dolls do you see? What does the word next to this picture say? How is this word different from *doll*?" She then showed the word card *Dolls* which the children compared with *dolls*.

Miss Davis placed the title of the new story, *Susan and the Dolls*, in the wall chart and asked the children to read it. "Look at page 32. What fun Bill is having! Why is he wearing a bathing suit? What is Perky doing? What does Bill want Susan to see? What is Susan doing with her little table and her dolls under the tree? Do you suppose Bill likes to play? In our new story he says" Miss Davis placed in the wall chart *I like to play*, calling attention to the new word *like*. Page 32
like

"Read what Bill likes to do. What did he ask Susan to do?"

Miss Davis asked several children to read Bill's question as they would ask a question. She asked them to notice the question mark.

(READ AND DO, page 73)

Miss Davis discussed page 73 of READ AND DO with the children to be sure they understood the new page pattern.

Page 33 "What is Susan doing with her dolls? Do you think she
my would rather play with her dolls than with Bill? How can you tell she is having a good time?

"Bill wanted Susan to play with him, but she said . . ."

Miss Davis placed in the wall chart *I want to play with my dolls*. The children read the sentence and framed *with my dolls* and *my*. "Read to find out what she said Bill could do."

Page 34 "Look what's happening here! What is Bill doing now? Why did Perky come to Susan? What is Susan telling him to do? What did she say?"

(READ AND DO, page 74)

Miss Davis explained the new page pattern on page 74 of READ AND DO with similar sentences on the board.

Page 35 "Oh! What is happening here? Why is Susan holding up her
(Daddy) hand? What is she saying to Bill? What is Daddy doing? What did Daddy say to Bill? Read it the way you think Daddy would say it."

Page 36 "What a clever idea! What did Susan get to protect herself
We from the spray? Where is she going to put the umbrella? Who is with her? On this page Susan talks to Fuzzy. She says . . ." Miss Davis introduced *We will play with my dolls*. The children framed *We will play*, *with my dolls*, *We*, and *my*.

(READ AND DO, page 75)

In her introduction of page 75 of READ AND DO, Miss Davis reinforced the idea of *We* as contrasted with *I*, explaining that we say *we* when speaking about ourselves and someone else.

Page 37 "Where are Susan and Fuzzy now? Can Daddy see Susan
is and Fuzzy? Read the first three sentences to yourselves to see what Susan says to Daddy. Look up when you have read the first question Susan asks Daddy. Remember to look for the question mark."

"Susan wants Daddy to know that Fuzzy is there, too, so she said . . ." Miss Davis introduced *Fuzzy is here*, calling attention to the new word *is*. The children read the sentence.

Then they read the rest of the page silently, and Alice and Henry read all of the page aloud.

The children played the "Clap Game" with the new words in the story.

(READ AND DO, page 76)

REREADING

When the children reread the story, different children took the parts of Susan, Bill, and Daddy. They planned to tell about the pictures and read the story to the kindergarten. Pages 32-37

(READ AND DO, pages 77-78)

Miss Davis spent two reading periods giving the context and word recognition tests on these pages of READ AND DO. She gave the directions carefully as indicated in the teachers' material. (See tests on page 252.)

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Matching capital and small letter forms of words. Place *Can* and *See* in the wall chart. Place *can* and *see* in the chalk ledge. Have children match the words on the chalk ledge with the same words in the wall chart. Discuss the difference between the first letters in the matching words.

Identifying *my*. Write on the blackboard the following words. Ask children to find and underline *my*.

me	my
my	me
my	me

Identifying *is*. Ask different children to come to you. Write a sentence about each one, and ask him to read it. Ask children to underline and read *is* in the sentences.

Identifying rhyming words. Ask the children to clap when they hear a word that rhymes with *We*. Say: *We, like, he*.

Completing sentences. Repeat sentences from the story, omitting the last word for the children to supply.

Independent Work

Matching sentences. Hectograph these sentences. Ask the children to look at the sentence at the top of each column and draw a line under the same sentence each time they find it in the column.

I like to play.

I like to run.

I like to play.

I like to go.

I like to play.

I want to play.

I want to play.

I want to see.

I want to play.

I want to run.

We will play.

We will play with you.

We can play with you.

We will play with Fuzzy.

We will not play with you.

We can play.

We can play here.

We can not play here.

We will play here.

We can play here.

Making pictures of children playing in the garden or yard.
See also suggestions under Related Experiences.

Supplemental Stories¹

Susan said, "Bill, Bill!

I can see you.

Can you see me?

Fuzzy is here.

Perky is here.

Come and look."

Susan said, "I like to play

with my dolls.

See my dolls."

Bill said,

"I like to play with Perky.

See Perky run."

¹ From this point, the "Background" suggested for each of the supplemental stories will not be given. It is suggested, however, that the teacher make up such a background story for each supplemental story used, in order to give purpose and interest to this additional practice reading.

Contactual Reading

Composing sentences for the "Reading Diary" which will use the new words *We*, *is*, and *like*, for example:

We read another story today.
It is about Susan and the dolls.
We like the story.
We like the part about the umbrella.

RELATED EXPERIENCES

Dramatizing a doll's party, making conversation inviting a guest, and talking to the dolls.

Making a yard frieze. Have the children organize different committees to paint trees, flowers, shrubs.

Listening to stories and poems.

Suggested Stories

"The Blue Umbrella" by James Tippet, and "The Tea Party" by Margery Clark, *Told Under the Blue Umbrella*, The Macmillan Company, N. Y., 1933.

Suggested Poems

"Lawn-mower" by Dorothy W. Baruch, and "Sprinkling" by Dorothy Mason Pierce, *Sung Under the Silver Umbrella*, The Macmillan Company, N. Y., 1935.

A Good Cake

PAGES 38 43

BUILDING BACKGROUND

Miss Davis mounted on tagboard a picture of a cake cut from a magazine and put this story beneath it:

A Good Cake

Here is a good cake.

Can your mother make a cake?

Can she make a big cake?

Can you make a little cake?

Do you like to eat cake?

"Who sees something new in the room? Yes, it is the picture on the bulletin board. Does your mother ever make a cake? Have you ever made a little cake just like her big one?"

"Would you like me to read the story under the picture of the cake?" In this way Miss Davis gave the children their first contact with the new words *a* and *cake*.

DEVELOPMENTAL READING

"What is the title of our new story? Yes, it is the same title as the story under the picture on the bulletin board, *A Good Cake*."

"What is Susan carrying in her hands? What is she showing Mother? Who else is in the picture? What are they doing? How excited Susan is! What do you think she is saying?"

(READ AND DO, page 79)

Miss Davis placed the Direction Word Poster where the children could use it for reference while they were working with this page in READ AND DO.

"What is Mother doing? Where is she looking? What do you suppose she said she will do when she finishes cleaning vegetables? Yes, she said, *I will make a cake.*" Miss Davis indicated this sentence in the wall chart and asked Gene to find *make*. Page 39

"Now read what Mother said. What did she ask Bill and Susan? Read what Susan said."

(READ AND DO, page 80)

Miss Davis explained this new page pattern in READ AND DO and made sure that each child knew what to do.

"What is Mother doing? How is Susan helping her? How is Bill helping? Who is talking to Mother? Yes, Bill is telling Mother what kind of cake he wants. He said, *I want a big cake.*" Page 40

"What is Mother doing now? What is Susan doing? Do you think the batter which she is scraping out of the bowl will make a big cake or a little cake? Why? Susan said, *I can make a little cake.*" Page 41

(READ AND DO, page 81)

"How many of you have ever made a little cake? Now read the question I have put in the wall chart." *Did you eat it?* Several children read the question and framed *eat* and *it*. Page 42

"Look at what is on the table. What is Susan putting on the stool? Where is Bill looking? Do you think he wants to eat the big cake? Why shouldn't he eat it now? Read what Susan is saying to him."

(READ AND DO, page 82)

"What is Bill doing? Who gave him the cake? What do you think Perky and Fuzzy want? How can you tell? Will Bill and Susan give them some? How polite Bill is! What is he saying to Susan for giving him a piece of the little cake? Read to find out whether Bill liked the little cake." Page 43

Miss Davis built in the wall chart the phrases *A Good Cake, a cake, a big cake, a little cake, to eat it* and asked the children to read them.

They matched *make*, *big*, *little*, *eat*, and *it* with the same words in the wall chart sentences. Miss Davis showed the card with capital form of *A*, and then the lower-case form. She wrote the two forms on the blackboard for discussion. The children matched the two forms with similar forms on cards in the chart. They also matched the capitalized and lower case forms of *cake*.

Miss Davis clipped together word cards to make the phrases *A Good Cake*, *a cake*, *a big cake*, *a little cake*, *the cake*, *make a cake*, *eat a cake*, *eat it*. The children took turns reading the new phrases as Miss Davis changed the cards.

(READ AND DO, page 83)

Miss Davis explained carefully the two types of exercises on this page in which the children were to follow both oral and written directions. She placed the color chart where children could see it easily and use it for reference.

REREADING

Pages
38-43

The children took turns reading different parts of the story as Miss Davis asked them questions, as follows:

(Page 38) "Read what Susan said to Mother. What did she say to Bill?"

(Page 39) "Can you read the sentences that tell who likes cake? What did Mother say she would do? What did she ask Susan and Bill to do? What did Susan say she would help make?"

(Page 40) "Did Bill want to help? What size cake did he want? What question did he ask Mother? Was he polite? Read the sentence that tells how Bill asked Mother to make a big cake."

(Page 41) "What size cake did Susan say she could make? What did Bill say?"

(Page 42) "What did Susan say they could do with her cake?"

(Page 43) "What did Bill say to Susan for giving him a piece of her cake? Read the sentence that tells what kind of cake Susan makes."

The children then listened while Alice read the entire story.

(READ AND DO, page 84)

Before the children worked with page 84 in READ AND DO, Miss Davis had them find and match two or more copies of *at, it, we, is, eat, the, me, cake, and make*.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Identifying rhyming words. Ask the children to think of words that rhyme with other words, for example: "We had two new words that rhyme in this story, one was *make*. What was the other? (cake)" Use the same procedure for other words such as *We, me; play, away*.

Identifying *big* and *little*. Place mounted pictures of big and little objects in the chalk ledge. Let children place the word cards *big* and *little* under the appropriate pictures.

Matching phrases. Write these phrases on the blackboard. Ask children to read and underline a phrase in the first column which is exactly like the underlined phrase at the head of the column. Do the same with the second column.

<u>a cake</u>	<u>the cake</u>
a cake	a cake
the cake	the cake
a cake	big cake
big cake	the cake
a cake	the cake

Identifying *it*. Place the illustrated word card *cake* in the wall chart. Build these sentences beneath the picture:

Here is a cake.
Get it.

Ask a child to read and follow the direction. Use the same procedure with the illustrated word cards *ball* and *doll*.

Contactual Reading

Composing a chart story about making and eating cake.

Independent Work

Have the children illustrate these phrases:

A big cake

A little cake

A big ball

A big doll

A little doll

A little ball

Supplemental Stories

Susan said,

"Here is my little cake.

We will eat it."

Bill said,

"Here is a big ball.

We can play with it."

RELATED EXPERIENCES

Showing pictures of cakes found in magazines and telling something about them.

Making cakes with clay - big cakes, little cakes, birthday cakes, cup cakes.

Walking past a bakery and discussing the cakes in the window, especially their relative sizes.

Starting a "Birthday Calendar." Let each child make a picture of a birthday cake and paste it over the date of his birthday.

Listening to stories and poems.

Suggested Stories

"The Poppy Seed Cakes" by Margery Clark, *Told Under the Blue Umbrella*, The Macmillan Company, N. Y., 1933; "The Birthday Present," *Tell Me Another Story*, compiled by Carolyn Sherwin Bailey, Milton Bradley Company, Springfield, Mass., 1932.

Suggested Poem

"Animal Crackers" by Christopher Morley, *Sung Under the Silver Umbrella*, The Macmillan Company, N. Y., 1935.

The Big Train

PAGES 44-47

BUILDING BACKGROUND

Miss Davis put a picture of a train on the bulletin board with this sentence which she read to the children:

What a big train!

The children discussed the picture and talked about trains.

DEVELOPMENTAL READING

Miss Davis showed the illustrated word card *train*. "Here is a picture of something which we are going to read about in our new story. What is it? What does the word say?" She turned the card over. "What does this word say?" She placed the card in the wall chart. "This word begins with a small letter. Here is the word *Train* with a capital letter." She placed *Train* beside *train* in the wall chart. The children discussed the difference between the two words. Page 44
train

Miss Davis placed *The Big Train* in the wall chart. "This is the name of our new story." She put *big* on the board in both the lower case and capitalized forms. The children noted the difference between the two words, then read the title. "Is it a good title?" asked Miss Davis. "Why?"

"What is coming down the track? Who are the people at the right? Why is Bill so excited? Let's read the page and find out."

(READ AND DO, page 85)

Miss Davis built in the wall chart *What a big train!* "Here is something Susan said. Do you see this sentence anywhere else in the room? Yes, it is on the bulletin board. Good, Gene! Read it to us. Now read it in the wall chart. What does the first word say? The last word?" Page 45
What

"What is Susan saying about the train? Does she like to look at it? What does she like to see it do? What does Bill like to see the train do?"

- Page 46 "The train has stopped at the station. Who is getting off the train? Who is running to Daddy? What is Bill saying?"
- Page 47 "Susan was excited, too. She was happy to see Daddy. What did she say to him?"

(READ AND DO, page 86)

REREADING

- Pages 44-47 The children reread the story silently. Then they closed their books and listened while one or two children read it aloud.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Matching phrases and pictures. Place in the wall chart mounted pictures of a big train, a little train, a big cake, a little cake, a big ball, a little ball, a big doll, a little doll. Clip together the word cards *What a big cake*. Have a child place the phrase under the appropriate object and read it. Change the word card phrase so that it will apply to another picture, and continue in the same way.

Matching phrases. Write the following sentences on the blackboard:

What a big train!

What a big cake!

Here I come.

What a big doll!

I see Daddy.

What a big ball!

Have children read the sentences in the column. Have them underline and read the matching phrase.

Matching words. Write the following words on the black-board:

<u>it</u>	<u>What</u>	<u>train</u>	<u>is</u>
me	Will	Susan	at
it	with	train	is
at	What	thank	me
it	What	train	to
to	want	can	is
it	What	run	is

Have children look at the word at the top of each column and draw a line under every word in the column that is like the first word.

Supplemental Stories

*Bill said, "What a big train!
I like to look at it."*

*Susan said, "Run, Bill.
Here comes Daddy."*

Contactual Reading

Composing a chart about playing train.

Making sentences for the "Reading Diary," as:

**We read about a big train.
Daddy comes on the train.
Susan likes to see it stop.
Bill likes to see it go.
It is a good story.**

RELATED EXPERIENCES

Playing train. Let children put chairs together or build a train out of large boxes and dramatize people buying tickets and riding on the train, and the work of train helpers—the engineer, the fireman, the conductor.

Making a picture of an engine and cars for a train frieze. The best engine, and the best of the cars may be pasted together to make one continuous train.

Bringing books about trains, showing them to the class, and telling something about one or two of the pictures.

Listening to stories and poems.

Suggested Stories

"Charlie Rides in the Engine of a Real Train" by Hill and Maxwell, *Favorite Stories Old and New*, selected by Sidonie Matsner Gruenberg, Doubleday Doran Company, Inc., Garden City, N. Y., 1942; "How the Engine Learned the Knowing Song" by Lucy Sprague Mitchell, *Here and Now Story Book*, E. P. Dutton and Company, N. Y., 1921; *The Little Engine That Could*, retold by Watty Piper, The Platt and Munk Company, Inc., 1930.

Suggested Poems

"Engine" and "Trains" by James Tippet, *Sung Under the Silver Umbrella*, The Macmillan Company, N. Y., 1935; "A Locomotive" by Lucy Sprague Mitchell, *Here and Now Story Book*, E. P. Dutton and Company, N. Y., 1921.

The Little Train

PAGES 48-51

BUILDING BACKGROUND

"Who remembers the title of our last story?" Miss Davis placed *The Big Train* in the wall chart. "The title of our story today is just the same except for one word." She replaced *Big* with *Little*, and the children read the title. "Have any of you a little train? What kind of train is it? When did you get it? How does it run?"

DEVELOPMENTAL READING

"Who came home on the train in the story we just finished? Do you remember seeing a package under his arm? To whom do you think he brought the package? Yes, to Bill and Susan. He gave them the package and said *Here is something for you.*" Miss Davis placed this sentence in the wall chart and helped the children read the sentence, then the two phrases separately. Page 48
something
for

She framed *something*. "This is the longest word we have had. There are really two words in this big word—*some* and *thing*." She framed each word with the sides of her hands as she read it. "Together they make *something*."

"We have another new word in this sentence, right after *something*. Jack, read the sentence and stop at the word after *something*."

Miss Davis placed *for* in the wall chart. "What is this new word?"

"Who is in this picture? What is Daddy handing to Bill? How does Bill look? Let's find out what Daddy is saying."

"Who is in this picture? What are they doing? How excited Susan is! To whom is she talking? What does she want to know? What questions did she ask? What does Bill want to know? What questions did he ask? What did Daddy say?" Page 49

(READ AND DO, page 87)

- Page 50 "See what was in the package! Do Bill and Susan like it? What is Bill doing? Let's find out what the children are saying. What did Susan say? What did Bill say? Were they polite?"
- Page 51 "Who is on this page? Did Daddy bring the little train to Baby? No, he brought it to Bill and Susan. But he didn't forget Baby. What did he bring her? What is he saying to her?"

(READ AND DO, page 88)

REREADING

- Pages 48-51 Miss Davis asked different children to read what happened first, what next, and so on through the story, without referring to the pictures. She reminded them to read as if they were the characters in the story. Jim and Henry read the entire story.

(READ AND DO, pages 89-90)

Miss Davis explained what the children were to do with pages 89 and 90 in READ AND DO.

The plot of this story does not depend on the pictures. Miss Davis asked the children to look at page 90 and find the square in which they saw the first part of the story. "How do you know this is the first part?" She asked them to find the other parts of the story in order, referring to the book if necessary.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Recognizing *something* and *it* in context: Say to the children, "I am thinking of something. Can you guess what it is? I will give you a hint." Build these sentences in the wall chart:

It is something you like.

It is something to eat.

¹ Note development of the new meaning of *like* (similar to).

Have the children read the sentences. Place in the wall chart several cards representing new words such as *train*, *doll*, *ball*, and *cake*. Ask who can find the word that answers the riddle.

Recognizing *for* in context. Put *for* together with a child's name each time you give him a book. The child must read the phrase in order to get his book.

Completing sentences. Place in the wall chart these incomplete sentences:

Susan said, "Is it something for my . . ."

Bill said, "Is it something to . . ."

Put *doll*, *ball*, *eat*, *at* on the chalk ledge. Ask the children to select the right word to complete the sentences.

Matching sentences and objects. Place in the wall chart these sentences:

What a little doll!

What a little ball!

Place the picture side of the word card for *doll* at the right of the sentences. Have the children read the sentences, decide which one is not about the doll, and take it out of the wall chart.

Contactual Reading

Composing a chart story about a toy train.

Composing sentences for the "Reading Diary."

Independent Work

Illustrating phrases. Hectograph the phrases below, allowing space for a picture; or put the phrases on the blackboard. Let the children illustrate each one.

A Big Train

A Little Train

- See also suggestions under Related Experiences.

Supplemental Stories

*Mother said,
"Here is something for you."*

Susan said, "What is it?"

Oh, look, Bill!

It is something to eat.

Thank you, Mother.

Thank you."

*Susan said,
"It is not for you, Bill.
It is for Baby."*

*Bill said,
"Look, Baby! Look!
A big, big ball!
Here, Baby!
You can play with the ball."*

RELATED EXPERIENCES

Telling different endings for this story:

"Once upon a time there was a little toy train. It was a very sad toy train. It was sad because all of its paint was coming off. Once it had been a bright, shiny red train! But now it was dull and shabby. The little boy who owned it left it on the shelf. He didn't play with it any more, and it was getting dustier and dustier."

Making a picture scrapbook of trains, boats, airplanes, and automobiles.

Listening to stories and poems.

Suggested Poems

"Racing the Train" and "A Modern Dragon" by Rowena Bastin Bennett, *Anthology of Children's Literature*, Johnson and Scott, Houghton Mifflin Company, N. Y., 1935.

A Bed for Fuzzy

PAGES 52-57

BUILDING BACKGROUND

"How many of you have beds for your dolls? Do you ever make the doll's bed? How? Did you ever try to make a real bed? Was it easy to make?"

DEVELOPMENTAL READING

"In our new story Bill and Susan make beds. Susan had a little bed for her doll." Miss Davis showed the illustrated word card *bed*. Then she put the phrase *the little bed* in the wall chart. The children read the phrase. Page 52
Bed

"After Susan had made *the little bed*, she wanted to make . . ." Miss Davis placed *the big bed* in the wall chart. The children read this phrase.

"What is the title of our story? What beds do you see in the picture? What are Mother and Susan doing? Who do you suppose made the little bed? What are Bill and Fuzzy doing? What does Susan want to do? What did she ask Mother to do? What did Mother say?"

(READ AND DO, page 91)

"Susan is really helping to make her own bed. How do you think she feels? She wants Bill to look at her, so *Bill looked at Susan*." Miss Davis placed this sentence in the wall chart and had the children read it. She held her hand under *looked*. "This word is new." She wrote on the blackboard *look, Look, looked*. The children found *look* in *looked*. Page 53
looked

"What did Susan say? What did Bill do? What did Bill say?"

"What is Bill doing? Whose bed is he making? Did Fuzzy look at Bill? What did Fuzzy do?" Page 54

"What is Bill showing Mother? What did she say? Where is Mother looking? Do you see anything strange about the bed?" Page 55

Page 56 "Who else has come into the room? What did she do? Does
in she see the hump? What did she say? What question did she ask?"

Page 57 "What a surprise! Who is in the bed? How did that happen?
(sleep) Was Mother surprised? What did she say to Fuzzy? What did she say Fuzzy can not do?"

(READ AND DO, page 92)

Miss Davis asked the children to read silently the sentences at the top of page 92 in READ AND DO. Next she asked them to read the first question and the sentences under it. She explained that they were to draw a line under the sentence that answered the question. She made sure that each child knew exactly what to do.

REREADING

Pages The children reread the story silently and then read aloud
52-57 the page they liked best. Then they read each page to find one thing or answer one question that Miss Davis asked.

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Matching sentences. Write on the blackboard:

Susan looked at the bed.

Give a word card for this sentence to each of five different children. Have a child read the sentence on the blackboard. Then ask the children holding cards to place their cards under the same word in the sentence and read it. The cards should be called for in the order in which they appear in the sentence. Use the same procedure with this sentence:

Fuzzy can not sleep in the bed.

Dramatizing sentences. Let the children read and dramatize these sentences:

I can make my bed.
I sleep in my bed.

Matching capitalized and lower case forms. Place in the wall chart *A Big Bed*. Put the same word cards in lower case form on the chalk ledge. Ask children to place the words beginning with a small letter under the same words beginning with a capital letter.

Recognizing and selecting *looked*. Ask different children to look out of the window. Then write these sentences on the blackboard:

Stewart looked out of the window.
Ann looked out of the window.
Jim looked out of the window.

Read the sentences and have different children find *looked* and underline it.

Indicate *looked* in the first sentence. "What did Stewart do? Yes, Stewart *looked* out of the window." Use the same procedure with the remaining sentences. "How many times do we have the word *looked* on the blackboard?"

Independent Work

Making pictures of their beds, or the beds of The Three Bears.

Supplemental Stories

Susan said,
"I want to make something.
I want to make a bed
for my doll.
Here it is."

Susan said,
"Look! Perky is in the bed."

Bill looked and looked.

Bill said,
"You can not sleep
in the bed.
Come with me.
You can sleep here."

RELATED EXPERIENCES

Building doll beds and making blankets and sheets for them.

Dramatizing sweeping, dusting, making beds, opening windows. Each child may dramatize one activity, and the others may guess which one he performed.

Discussing health habits—time to go to bed, time to get up, opening windows, bathing before going to bed.

Listening to stories and poems.

Suggested Story

"The Twins and Tabiffa" by Constance Howard, *Favorite Stories Old and New*, selected by Sidonie Matsner Gruenberg, Doubleday Doran and Company, Inc., Garden City, N. Y., 1942.

Suggested Poems

"Grown-up" by Dorothy Aldis, *Recitations for Younger Children*, compiled by Grace Gaige, D. Appleton-Century Company, N. Y., 1927; "Two Little Kittens," *Ring-A-Round* by Mildred Harrington, The Macmillan Company, N. Y., 1930; "The Huntsmen" by Walter De La Mare, *Chimney Corner Poems*, compiled by Veronica Hutchinson, Minton, Balch and Company, N. Y., 1929; "The Land of Counterpane" by Robert Louis Stevenson, *Anthology of Children's Literature*, Johnson and Scott, Houghton Mifflin Company, 1935.

Bill Looks for Susan

PAGES 58-63

BUILDING BACKGROUND

"Do you ever play hide-and-seek? Where do you hide? Did you ever play hide-and-seek with your dog? I did when I was a little girl. One day I hid in a big barrel. My dog ran around and around the barrel looking for me. But he didn't climb up and look inside, so after awhile I jumped up. How happy he was to find me!

"In our new story Susan hid, and Bill tried to find her."

DEVELOPMENTAL READING

"Let's play hide-and-seek ourselves." Miss Davis chose one child to hide while the others closed their eyes. Then she wrote on the blackboard: Page 58
find

Will you go and find Alice?

She helped the children read the sentence, emphasizing *find*, and chose a child to carry out the direction.

They played this game several times. Then Miss Davis showed the word card *find* and had different children match it with *find* in one of the sentences on the blackboard and read it.

"In our new story, when Susan wanted Bill to play hide-and-seek with her, she said to him" Miss Davis introduced the sentence *Will you come and find me?* The children framed *find me* and *find*.

Miss Davis introduced the title *Bill Looks for Susan*. To help the children with the word *Looks*, she put on the blackboard:

ball	play	doll	Look
balls	plays	dolls	Looks

The children read the words and learned that the *s* makes *Look* say *Looks*.

- Page 59 "What game are Bill and Susan playing? What is Susan going to do? What questions does she ask Bill?"
- Page 60 "What is Bill doing now? Do you think he will play with Susan? Will he look for her?"
- Page 61 "Is Susan anywhere in this picture? What did Bill do? What did he ask Mother? What did Mother tell him?"
- Page 62 "Who is sitting at the desk? Where is Bill looking? What did he ask Daddy? What did Daddy say to Bill?"
- Page 63 "Did Bill find Susan? What is he asking Perky to do?"
- "Where is Susan? Who found her? Is Susan happy about it? Why not? What is she saying to Perky? Did Perky go away? Read the last line. How would you answer the question?"

(READ AND DO, page 93)

REFREADING

- Pages 58-63 The children prepared the story to read aloud to the children in another classroom. They planned a speech for their announcer to make.

(READ AND DO, page 94)

All of the words introduced in the last half of UNDER THE TREE are used in the context test on page 94 of READ AND DO. This page tests not only recognition of words in context but also the ability to comprehend and follow printed directions.

FINAL VOCABULARY TEST

(READ AND DO, pages 95-96)

Miss Davis used two reading periods to give the two parts of the final vocabulary test. Part I contains all of the words, except proper names, from BILL AND SUSAN. Part II contains all of the words in the first half of UNDER THE TREE. (See tests on page 252.)

ADDITIONAL READING ACTIVITIES

Word Recognition Activities

Finding words in context. Place these sentences in the wall chart:

Bill looked and looked.

Bill did not find Susan.

You can help me.

Run, Perky!

Find Susan.

Then write these directions on the blackboard:

Find looked

Find Susan

Find me

Find and

Find You

Find can

Find did

Find not

Find Find

Indicate one of the directions on the blackboard. Ask a child to find the underlined word in one of the sentences in the wall chart. Have the child in each case read the sentence in which the word appears, show the word he is to find, and say it to the class.

Matching capitalized and lower case forms. Place these word cards in the wall chart: *Find, Did, Bed, It, Go, Little, Will*. Place on the chalk ledge the same words in lower case form. Ask children to read a word in the wall chart, then find the same word beginning with a small letter and place it beside the one beginning with the capital letter.

Selecting *s* endings. Place in the wall chart: *Help, Play, come, doll, Look*. Place the same words ending in *s* on the chalk ledge. Have the children place the *s* form opposite the root form in each case and read both forms.

Contactual Reading

Composing sentences for the "Reading Diary."

Independent Work

Following directions. Ask the children to do what the directions tell them to do.

Draw something for Baby.
Color what you draw.

See also suggestions under Related Experiences.

Supplemental Stories

*Bill said,
"Here Perky,
Come and look for me.
Come and find me."*

*Susan said,
"Come here.
Help me look for my doll.
Help me find it."*

*Perky looked and looked.
Did Perky find Bill?*

*Bill looked and looked.
"I see something," said Bill.
"Here it is.
Here is the doll."*

RELATED EXPERIENCES

Playing hide-and-seek on the playground.

Finding objects in the room which you have hidden (a ball, a doll, a toy, a train, a doll's bed). If desired, use direction sentences, such as *Find the ball*.

Listening to stories and poems.

Suggested Story

"Lost in the Leaves" by Frances Rowley, *Told Under the Blue Umbrella*, The Macmillan Company, N. Y., 1933.

Suggested Poem

"Hiding" by Dorothy Aldis, *Sung Under the Silver Umbrella*, The Macmillan Company, N. Y., 1935.

EVALUATING BEGINNING READING EXPERIENCES

Before introducing *THROUGH THE GATE*, the Primer of the Learning to Read Program, Miss Davis evaluated the growth which the children had made in terms of the following:

Independence in Word Recognition

Matching objects, pictures, words, phrases, and sentences; objects with words; pictures with words, phrases, and sentences.

Using picture clues.

Using context clues.

Noting configuration of words.

Associating spoken words with printed symbols.

Noting likenesses and differences in the sounds of words.

Recognizing words in either capital or lower case forms.

Noting plural forms.

Remembering picture details; remembering words.

Accuracy in Interpretation of Meanings

Telling own experiences; expressing ideas orally.

Interpreting pictures, stories, and ideas.

Following story sequence; anticipating what happens next.

Dramatizing stories.

Associating objects with spoken words.

Associating words, phrases, and sentences with pictures.

Associating plural forms with pictures.

Supplying words and phrases in oral context.

Understanding oral and printed directions.

Interpreting questions.

Facility in Use of Materials

Following lines of print.

Holding book properly.

Following oral and printed directions.

Locating stories by matching pictures, by page numbers, and by titles.

Selecting objects represented by spoken words.

Selecting words, phrases, and sentences that go with pictures.

Selecting pictures, words, and phrases to complete sentences.

Remembering what is read for specific purposes.

Arranging story episodes in sequence.

Increasing Interests and Appreciations

Interest in telling own experiences.

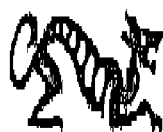
Interest in hearing stories and poems.

Interest in looking at pictures and picture-story books.

Appreciation of story elements: familiar child experiences, animal pets, humor, and adventure.

Eagerness to read for enjoyment and information.

STORIES AND POEMS



*The Three Bears*¹

In a neat little cottage in the midst of a deep woods there once lived three bears. One was a great big daddy bear. One was a middle-sized mother bear. And one was a wee little baby bear.

One morning Mother Bear made a big batch of porridge for breakfast. She filled a great big bowl for Daddy Bear, a middle-sized bowl for her middle-sized self, and a wee little bowl for Baby Bear.

Then they all went out for a walk in the woods while the porridge was cooling.

That same morning a little girl named Goldilocks had gone for a walk by herself. She had gone much farther than she should have and found herself in the deep woods where she had never been.

All at once she saw through the trees a neat little cottage.

"I wonder who lives there, way off in the woods," she thought.

She knocked on the door, but no one came, so she walked right in. There was no one in the living room, but it looked very comfortable, so Goldilocks decided to sit down and rest.

First she sat in the great big daddy bear chair.

"This is much too hard for me," she said.

Then she sat in the middle-sized mother bear chair.

"This is much too soft for me," she said.

Then she sat in the wee little baby bear chair.

"This is just right," she said.

But as she sat down, it broke all to pieces!

So Goldilocks went on until she found the three bowls of porridge set out to cool. It smelled very good, so she decided to taste it.

First she tasted the porridge in the great big daddy bear bowl.

"This is too hot for me," she said.

Then she tasted the porridge in the middle-sized mother bear bowl.

"This is too cold for me," she said.

Then she tasted the porridge in the wee little baby bear bowl.

"This is just right," she said, and ate it up!

Then Goldilocks went upstairs. There was no one there either, but the beds looked very inviting, so she decided to take a nap.

¹ Reprinted by permission from *The Tall Book of Nursery Tales*, Artists and Writers Guild, Inc. Harper and Brothers, Distributors, New York.

First she tried the great big daddy bear bed.

"This is too hard for me," she said.

Then she tried the middle-sized mother bear bed.

"This is too soft for me," she said.

Then she tried the wee little baby bear bed.

"This is just right!" she said. So she curled up and fell asleep.

Soon the three bears came home from their walk. They could soon see that someone had been in their house.

"SOMEONE'S BEEN SITTING IN MY CHAIR," said the father bear in his great big voice.

"SOMEONE'S BEEN SITTING IN MY CHAIR," said the mother bear in her middle-sized voice.

"Someone's been sitting in my chair," said the baby bear in his wee little voice, "and has broken it all to pieces."

The three bears looked around at the bowls of porridge they had set out to cool.

"SOMEONE'S BEEN TASTING MY PORRIDGE," said the father bear in his great big voice.

"SOMEONE'S BEEN TASTING MY PORRIDGE," said the mother bear in her middle-sized voice.

"Someone's been tasting my porridge," said the baby bear in his wee little voice, "and has eaten it all up."

Now the three bears hurried upstairs.

"SOMEONE'S BEEN SLEEPING IN MY BED," said the father bear in his great big voice.

"SOMEONE'S BEEN SLEEPING IN MY BED," said the mother bear in her middle-sized voice.

"Someone's been sleeping in my bed," said the baby bear in his wee little voice, "and here she is!"

Just then Goldilocks woke up. When she saw the great big father bear and the middle-sized mother bear and the wee little baby bear all standing there looking at her, she sprang out of the wee little bed, and hurried down the stairs and out of the door before the bears could turn around. Then she ran and ran until she was home. And never again did she wander off into the deep woods alone, and never again did she see the neat little cottage of the three bears.

The Tale of Peter Rabbit

By Beatrix Potter

Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cotton-tail, and Peter.

They lived with their mother in a sand bank, underneath the root of a very big fir tree.

"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden. Your father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out."

Then old Mrs. Rabbit took a basket and her umbrella and went through the wood to the baker's. She bought a loaf of brown bread and five current buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries; but Peter, who was very naughty, ran straight to Mr. McGregor's garden, and squeezed under the gate.

First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley.

But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten his way back to the gate.

He lost one of his shoes amongst the cabbages, and the other shoe amongst the potatoes.

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows who flew to him in great excitement and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him, and rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed "Kertyschoo!" Mr. McGregor was after him in no time, and tried to put his foot upon Peter, who jumped out of a window, upsetting two plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity—lippity—not very fast, and looking all around.

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish; she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe,—scr-r-ritch scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

Peter got down very quickly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black currant-bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.

Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and a pair of shoes that Peter had lost in a fortnight!

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

“One table-spoonful to be taken at bed-time.”

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

The Three Brother Pigs

Once there were three brother Pigs. One was a great big Pig. His name was Big Pig. One was a middle-sized Pig. His name was Pig—just Pig. One was a little bit of a Pig, and his name was Little Pig.

One day they went out for a walk. They walked and walked, till they came to a big wood.

Big Pig said, "I can't see my house."

Pig said, "I can't see my house."

Little Pig said, "I can't see my house."

And all the Pigs said, "We're lost."

"Let's build a little house," said Big Pig. "I'm tired. I want to go to bed."

So they went along the road to look for something to use to build a house.

By and by, they met a man with a load of hay.

Big Pig said, "Please, Man, give me some hay. I want to make a house."

And the man gave him the hay. So Big Pig made a house of the hay, and when night came, he went to bed.

By and by, the big, bad Wolf came, and knocked at the door and said, "Big Pig, Big Pig, let me in."

But the Pig would not.

Then the Wolf said, "You let me in, Big Pig, or I'll puff and I'll puff, till I blow your house down."

But the Pig would not.

So the Wolf puffed and puffed, till he blew the house down, and he ate poor Big Pig all up.

Pig went along the road, till he met a man with some wood.

He said, "Please, Man, give me some wood. I want to make a house."

And the man gave him the wood. So Pig made a house of the wood, and when night came, he went to bed.

By and by, the big, bad Wolf came, and knocked at the door, and said, "Pig, Pig, let me in."

But the Pig would not.

Then the Wolf said, "Pig, Pig, let me in, or I'll puff and I'll puff, till I blow your house down."

But the Pig would not.

So the Wolf puffed and puffed, till he blew the house down, and he ate poor Pig all up.

Little Pig went along the road, till he met a man with some bricks.

He said, "Please, Man, give me some bricks. I want to make a house."

"All you want," said the man. And he brought him enough for a house. So Little Pig made a house of the bricks.

By and by, the big, bad Wolf came, and knocked at the door, and said, "Little Pig, Little Pig, let me in."

"I won't," said Little Pig.

"You let me in," said the Wolf, "or I'll puff and I'll puff, till I blow your house down."

But the Pig would not.

So the Wolf puffed and puffed, but he could not blow the house down.

Then the Wolf said, "Little Pig, I know a place where there are some nice apples. Come with me, and I will show you. Be ready at five o'clock to-morrow morning."

"Very well," said Little Pig, "I'll be ready."

But he got up at four o'clock, and went for his apples. He filled his basket with them.

The Wolf came at five o'clock.

He asked, "Are you ready, Little Pig?"

"I found the apple tree," said Little Pig. "I got a big basket of apples."

Then the Wolf was very angry, and he growled, "Gr—r! I'll eat you up. You'll see! I'll go up on the roof, and come down through the chimney, and I'll eat you up. You'll see, Little Pig! You'll see!"

So he climbed up on the roof, and came down through the chimney, just as he had said he would.

Now there was a pot of hot water on the stove. The Wolf fell into it, and Little Pig ate him all up.

And this was the end of the big, bad Wolf.

*The Three Billy Goats Gruff*¹

Once upon a time there were three Billy Goats who were to go up to the hillside to make themselves fat, and the name of all the three was "Gruff."

On the way up was a bridge over a burn they had to cross; and under the bridge lived a great ugly Troll, with eyes as big as saucers and a nose as long as a poker.

So first of all came the youngest Billy Goat Gruff to cross the bridge.

"TRIP, TRAP! TRIP, TRAP!" went the bridge.

"WHO'S THAT tripping over my bridge?" roared the Troll.

"Oh! it is only I, the tiniest Billy Goat Gruff; and I'm going up to the hillside to make myself fat," said the Billy Goat, with such a small voice.

"Now, I'm coming to gobble you up," said the Troll.

"Oh, no! pray don't take me. I'm too little, that I am," said the Billy Goat. "Wait a bit till the second Billy Goat Gruff comes; he's much bigger."

"Well! be off with you," said the Troll.

A little while after, came the second Billy Goat Gruff to cross the bridge.

"TRIP, TRAP! TRIP, TRAP! TRIP, TRAP!" went the bridge.

"WHO'S THAT tripping over my bridge?" roared the Troll.

"Oh! it's the second Billy Goat Gruff, and I'm going up to the hillside to make myself fat," said the Billy Goat, who hadn't such a small voice.

"Now, I'm coming to gobble you up," said the Troll.

"Oh, no! don't take me. Wait a little till the big Billy Goat Gruff comes; he's much bigger."

"Very well! be off with you," said the Troll.

But just then up came the big Billy Goat Gruff.

"TRIP, TRAP! TRIP, TRAP! TRIP, TRAP! TRIP, TRAP!" went the bridge, for the Billy Goat was so heavy that the bridge creaked and groaned under him.

"WHO'S THAT tramping over my bridge?" roared the Troll.

¹ Reprinted by permission from *Popular Tales from the Norse*, George Weber Dasent, G. P. Putnam's Sons.

"IT'S I! THE BIG BILLY GOAT GRUFF," said the Billy Goat,
who had an ugly hoarse voice of his own.

"Now, I'm coming to gobble you up," roared the Troll.

"Well, come along! I've got two spears,
And I'll poke your eyeballs out at your
ears;

I've got besides two curling-stones,
And I'll crush you to bits, body and
bones."

That was what the big Billy Goat said; and so he flew at the Troll
and poked his eyes out with his horns, and crushed him to bits,
body and bones, and tossed him out into the burn, and after that
he went up to the hillside. There the Billy Goats got so fat they were
scarce able to walk home again; and if the fat hasn't fallen off them,
why they're still fat, and so

"Snip, snap, snout,
This tale's told out."

THE LITTLE ELF

John Kendrick Bangs

I met a little Elf-man, once,
Down where the lilies blow.
I asked him why he was so small,
And why he didn't grow.

He slightly frowned, and with his eye
He looked me through and through.
"I'm quite as big for me," said he,
"As you are big for you."^[1]

¹ Reprinted by permission of D. Appleton-Century Company.

LEARNING TO READ
MOTHER GOOSE RHYMES

Hey! diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

Little Jack Horner
Sat in a corner,
Eating his Christmas pie,
He put in his thumb,
And he pulled out a plum,
And said, "What a good boy am I!"

Hickory, dickory, dock,
The mouse ran up the clock;
The clock struck one,
The mouse ran down;
Hickory, dickory, dock.

Humpty-Dumpty sat on a wall,
Humpty-Dumpty had a great fall;
All the King's horses,
And all the King's men,
Can't put Humpty-Dumpty together again.

There was an old woman
Lived under a hill;
And if she's not gone,
She lives there still.

Little Miss Muffet
Sat on a tuffet,
Eating of curds and whey;
There came a spider,
And sat down beside her,
And frightened Miss Muffet away.

STORIES AND POEMS
MERRY-GO-ROUND

[243]

Dorothy W. Baruch

I climbed up on the merry-go-round,
And it went round and round.

I climbed up on a big brown horse,
And it went up and down.

Around and round
And up and down,
Around and round
And up and down.
I sat high up
On a big brown horse
And rode around
On the merry-go-round
And rode around

On the merry-go-round
I rode around
On the merry-go-round
Around
And round
And
Round. [1]

THE HOUSE CAT

Annette Wynne

The house cat sits
And smiles and sings.
He knows a lot
Of secret things. [2]

¹ Reprinted by permission from *I Like Machinery*, by Dorothy W. Baruch, Harper and Brothers.

² Reprinted by permission from *For Days and Days*, by Annette Wynne, copyright 1919, by J. B. Lippincott Company.

LEARNING TO READ

MY SHADOW

Robert Louis Stevenson

I have a little shadow that goes in and out with me,
 And what can be the use of him is more than I can see.
 He is very, very like me from the heels up to the head;
 And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
 Not at all like proper children, which is always very slow;
 For he sometimes shoots up taller like an india-rubber ball,
 And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
 And can only make a fool of me in every sort of way.
 He stays so close beside me, he's a coward you can see;
 I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
 I rose and found the shining dew on every buttercup;
 But my lazy little shadow, like an arrant sleepy-head,
 Had stayed at home behind me and was fast asleep in bed.

SKYSCRAPERS

Rachel Field

Do skyscrapers ever grow tired
 Of holding themselves up high?
 Do they ever shiver on frosty nights
 With their tops against the sky?
 Do they feel lonely sometimes
 Because they have grown so tall?
 Do they ever wish they could lie right down
 And never get up at all? (1)

¹ Reprinted by permission from *The Pointed People*, by Rachel Field, The Macmillan Company.

STORIES AND POEMS
MY BED IS A BOAT

[245]

Robert Louis Stevenson

My bed is like a little boat;
Nurse helps me in when I embark;
She girds me in my sailor's coat
And starts me in the dark.

At night, I go on board and say
Good-night to all my friends on shore;
I shut my eyes and sail away
And see and hear no more.

And sometimes things to bed I take,
As prudent sailors have to do;
Perhaps a slice of wedding cake,
Perhaps a toy or two.

All night across the dark we steer;
But when the day returns at last,
Safe in my room, beside the pier,
I find my vessel fast.

APRIL

Sara Teasdale

The roofs are shining from the rain,
The sparrows twitter as they fly,
And with a windy April grace
The little clouds go by.

Yet the back-yards are bare and brown
With only one unchanging tree—
I could not be so sure of Spring
Save that it sings in me. ^[1]

¹ Reprinted by permission from *Rivers to the Sea*, by Sara Teasdale, The Macmillan Company.

LEARNING TO READ THE LITTLE TURTLE

Vachel Lindsay

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me. [1]

BUSY CARPENTERS

James S. Tippet

The song of the saw
Is true
As we cut the boards
In two.

The song of the plane
Is sweet
As the shavings curl
At our feet.

And the song of the hammer
Is good
As we drive the nails
In the wood. [2]

¹ Reprinted by permission from *Johnny Appleseed and Other Poems*, by Vachel Lindsay, The Macmillan Company.

² Reprinted by permission from *Busy Carpenters*, by James S. Tippet, World Book Company, Yonkers, N. Y.

STORIES AND POEMS
THE CATERPILLAR

[247]

Christina G. Rossetti

Brown and furry
Caterpillar in a hurry;
Take your walk
To the shady leaf, or stalk.

May no toad spy you,
May the little birds pass by you;
Spin and die,
To live again a butterfly. ^[1]

MICE

Rose Fyleman

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are nice. ^[2]

¹ Reprinted by permission from *Sing-Song*, by Christina G. Rossetti, The Macmillan Company.

² Reprinted by permission from *Fifty-One New Nursery Rhymes*, by Rose Fyleman, Doubleday, Doran and Company, Inc.

LEARNING TO READ GENERAL STORE

Rachel Field

Some day, I'm going to have a store
 With a tinkly bell hung over the door,
 With real glass cases and counters wide
 And drawers all spilly with things inside.
 There'll be a little of everything:
 Bolts of calico; balls of string;
 Jars of peppermint; tins of tea;
 Pots and kettles and crockery;
 Seeds in packets; scissors bright;
 Kegs of sugar, brown and white;
 Sarsaparilla for picnic lunches,
 Bananas and rubber boots in bunches.
 I'll fix the window and dust each shelf,
 And take the money in all myself,
 It will be my store and I will say:
 "What can I do for you to-day?" [1]

THE PASTURE

Robert Frost

I'm going out to clean the pasture spring;
 I'll only stop to rake the leaves away
 (And wait to watch the water clear, I may);
 I shan't be gone long. You come too.

I'm going out to fetch the little calf
 That's standing by the mother. It's so young,
 It totters when she licks it with her tongue.
 I sha'n't be gone long.—You come too. [2]

¹ Reprinted by permission from *Taxis and Toadstools*, by Rachel Field, Doubleday, Doran & Company, Inc., 1937.

² Reprinted by permission from *New Hampshire*, by Robert Frost, Henry Holt and Company.

THE SWING

Robert Louis Stevenson

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

SOME ONE

Walter de la Mare

Some one came knocking
At my wee, small door;
Some one came knocking,
I'm sure—sure—sure;
I listened, I opened,
I looked to left and right,
But nought there was a-stirring
In the still dark night;
Only the busy beetle
Tap-tapping in the wall,
Only from the forest
The screech-owl's call,
Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking,
At all, at all, at all. ^[1]

¹ Reprinted by permission from *Peacock Pie*, by Walter de la Mare, Henry Holt & Company.

LEARNING TO READ

THE WOODPECKER

Elizabeth Madox Roberts

The woodpecker pecked out a little round hole
And made him a house in the telephone pole.
One day when I watched he poked out his head,
And he had on a hood and a collar red.
When the streams of rain pour out of the sky,
And the sparkles of lightning go flashing by,
And the big, big wheels of thunder roll,
He can snuggle back in the telephone pole. [1]

THE MOON'S THE NORTH WIND'S COOKY

Vachel Lindsay

The Moon's the North Wind's cooky.
He bites it, day by day,
Until there's but a rim of scraps
That crumble all away.
The South Wind is a baker.
He kneads clouds in his den,
And bakes a crisp new moon that . . . *greedy*
North . . . Wind . . . eats . . . again! [2]

THE FALLING STAR

Sara Teasdale

I saw a star slide down the sky,
Blinding the north as it went by,
Too burning and too quick to hold,
Too lovely to be bought or sold,
Good only to make wishes on
And then forever to be gone. [3]

¹ Reprinted by permission from *Under the Tree*, by Elizabeth Madox Roberts, The Viking Press, Inc.

² Reprinted by permission from *Johnny Appleseed and Other Poems*, by Vachel Lindsay, The Macmillan Company.

³ Reprinted by permission from *Stars Tonight*, by Sara Teasdale, The Macmillan Company.

Tests

From READ AND DO, page 26.

Directions: Look at the words in square 1. Draw a line under *Perky*. (Check to see that all children understand what they are to do.) Draw a line under 2. *Susan*, 3. *Fuzzy*, 4. *Bill*, 5. *Go*, 6. *Stop*, 7. *Come*, 8. *Look*, 9. *to*, 10. *Good*, 11. *here*, 12. *at*.

(1) Bill Perky Stop	(2) Come Stop Susan	(3) Fuzzy Perky Susan	(4) Perky Bill Look
(5) Go Good Look	(6) Stop Good Susan	(7) Look Come Good	(8) Stop Look Go
(9) Go to at	(10) Good Go Look	(11) Stop Look here	(12) to at Go

From READ AND DO, page 43.

Directions: Look at the words in square 1. Draw a line under *Bill*. (Check to see that children understand directions.) Draw a line under 2. *Susan*, 3. *Fuzzy*, 4. *Mother*, 5. *Perky*, 6. *Baby*, 7. *Come*, 8. *Look*, 9. *to*, 10. *Stop*, 11. *at*, 12. *Help*, 13. *me*, 14. *Good*, 15. *go*.

(1) Bill Baby Daddy	(2) Stop Susan Sleep	(3) Fuzzy Perky Baby	(4) Thank Mother Perky	(5) Daddy Fuzzy Perky
(6) Fuzzy Perky Baby	(7) Come Good Go	(8) Good Look Go	(9) at to go	(10) Stop Come Help
(11) go at to	(12) Help Here Stop	(13) me go to	(14) Look Good Go	(15) to go at

From READ AND DO, page 44.

Directions: Look at the words in square 1. Draw a line under *Daddy*. (Check to see that children understand directions.) Draw a line under 2. *Sleep*, 3. *Play*, 4. *Thank*, 5. *Here*, 6. *and*, 7. *Away*, 8. *here*, 9. *I*, 10. *look*, 11. *play*, 12. *you*, 13. *away*, 14. *with*, 15. *help*.

(1) Baby Daddy Perky	(2) Sleep Stop Susan	(3) Sleep Play Away	(4) Thank Mother you	(5) Help Play Here
(6) look and Good	(7) Play Baby Away	(8) look here and	(9) to at I	(10) help look here
(11) away play you	(12) you play Good	(13) play sleep away	(14) here look with	(15) look help here

From READ AND DO, page 78.

Directions: Look at the words in square 1. Draw a line under *ball*. (Check to see that children understand directions.) Draw a line under 2. *can*, 3. *like*, 4. *get*, 5. *run*, 6. *said*, 7. *will*, 8. *please*, 9. *Oh*, 10. *want*, 11. *the*, 12. *doll*, 13. *not*, 14. *my*, 15. *did*.

(1) ball balls doll	(2) can dol the	(3) look dol like	(4) not get my	(5) the run can
(6) and did want	(7) want will doll	(8) get the please	(9) Oh did the	(10) get want will
(11) get the not	(12) doll dolls ball	(13) the get and	(14) run my Oh	(15) doll get did

From READ AND DO, page 95.

Directions: Look at the words in square 1. Draw a line under *run*. (Check to see that children understand directions.) Draw a line under 2. *please*, 3. *did*, 4. *get*, 5. *doll*, 6. *will*, 7. *ball*, 8. *can*, 9. *dolls*, 10. *like*, 11. *not*, 12. *the*, 13. *Oh*, 14. *want*, 15. *said*.

(1) can run not	(2) play good please	(3) did like and	(4) to get go	(5) dolls ball doll
(6) will doll with	(7) doll ball balls	(8) can come me	(9) ball dolls doll	(10) look like ball
(11) get not want	(12) the see help	(13) I here Oh	(14) want away not	(15) at and said

From READ AND DO, page 96.

Directions: Look at the words in square 1. Draw a line under *it*. Draw a line under 2. *bed*, 3. *for*, 4. *in*, 5. *make*, 6. *looked*, 7. *a*, 8. *is*, 9. *big*, 10. *train*, 11. *what*, 12. *little*, 13. *we*, 14. *cake*, 15. *find*, 16. *eat*, 17. *my*, 18. *something*.

(1) at in it	(2) big bed said	(3) for find please	(4) in not it	(5) cake make like	(6) look little looked
(7) a in Oh	(8) my in is	(9) ball big little	(10) want run train	(11) what the get	(12) like little looked
(13) I we me	(14) can make cake	(15) did find doll	(16) not it eat	(17) my me play	(18) little something looked

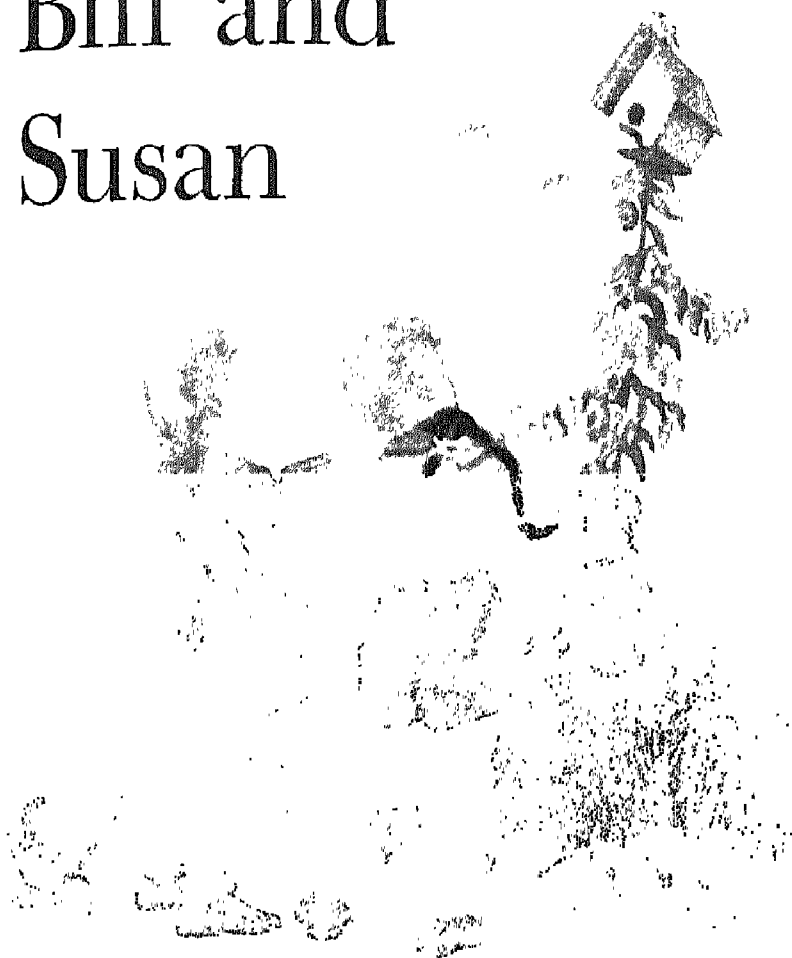
Index

- Additional reading activities; **BILL AND SUSAN**, 120, 125, 136, 143, 150-152, 156-157, 160-162, 167-169, 172-173; **UNDER THE TREE**, 184-185, 190-192, 196-197, 201-202, 205-207, 211-212, 214-215, 218-220, 222-223, 227-228
- Big book, *The*, introduction of, 106-112; use of, 124, 125, 127, 130, 131, 133, 134, 140, 144-147, 154, 158, 159, 164, 165
- BILL AND SUSAN**, introduction of, 113, *First Story*, teaching, 113; *Second Story*, teaching, 124; *Third Story*, teaching, 130; *Fourth Story*, teaching, 138; *Fifth Story*, teaching, 144; *Sixth Story*, teaching, 153; *Seventh Story*, teaching, 158; *Eighth Story*, teaching, 164; *Ninth Story*, teaching, 170; meaning tests, 135, 148, 172; word matching tests, 121, 167; word recognition tests, 148-149, 172, 251
- Building background; **BILL AND SUSAN**, 106, 109, 110, 113, 116, 119, 122-124, 127, 129, 132, 133, 135, 138, 144, 153, 158, 164, 170; **UNDER THE TREE**, 178, 182, 186, 193, 198, 203, 208, 213, 217, 221, 225
- Bulletin board, 11, 75, 98; birthday greetings on, 41; charts of picture stories, 16; classroom duties, 55; pets, 58, 59; question on, 66; science, 132, 135; stories for, 12, 30; use of, 17, 22, 122, 164, 208, 213; welcome notice on, 38
- Capitalized forms, matching with lower case, 145, 158, 159, 160, 161, 165, 171, 173, 188, 193, 196, 205, 210, 223, 227
- Cards, illustrated: introduction of, 101, matching, 106, 107; name, 11, 12, 125-126, 143; word, introduction of, 100; used to make phrases and sentences, introduction of, 118. *See* Developmental reading and Additional reading activities for other uses for word cards.
- Care of books, 14, 29, 113, 177
- Chart techniques, 16, 22, 31, 33, 38; 41, 55, 58, 59, 66, 98, 124, 186, 188, 189, 190; children's experiences, 12, 26, 47, 75, 84; classroom duties, 55; color, 30, 49, 149, 155, 178, 183; labeling pictures, 58, 59; poem, 33, 37; "Reading Diary," 180, 190, 207, 215; rules, 162, 177; science, 47, 95, 133, 135; *The big book*, 106-112, 124, 125, 127, 130, 131, 133, 134, 140, 144-147, 154, 158-159, 164, 165; weather, 85-87. *See also* Developmental reading.
- Child study, 11, 13, 15-16, 21, 33, 37, 42, 46
- Classification, animals, 53, 63, 71; clothes, 35-36, 40; foods, 55-57; groups, 51, 52, 54; stories, 86, 88; toys, 81
- Color: selection, identification, and matching of, 22-24, 31-32, 48, 49, 50, 155, 172, 178, 183, 198; words introduced, 155
- Color chart, 30, 49, 155
- Conferences with mothers, 8, 21, 24-25, 40, 42-43, 46
- Configuration clues, *see* Matching.
- Contactual reading, defined, 151; **OUR FIRST BOOK**, *see* Chart techniques; **BILL AND SUSAN**, 151, 156, 162, 168; **UNDER THE TREE**, 180, 184, 196, 201, 207, 212, 215, 219, 227
- Context clues, use of, 120, 131, 150, 172, 180, 195, 218-219, 227. *See also* Picture interpretation.
- Developmental reading; **BILL AND SUSAN**, 114, 115, 124-126, 131, 133, 138, 144, 153, 158, 164, 170; **UNDER THE TREE**, 178, 182, 186, 193, 198, 203, 208, 213, 217, 221, 225
- Differences, individual, 8, 11, 12, 18, 24, 44, 45, 57, 62, 68, 74; groupings according to, 48, 51, 52, 54. *See also* 29, 46, 61, 79, 91, 102, 121, 137.
- Diary account, child study, 11, 15-16, 20-21, 33, 37, 43, 61, 79, 91, 102, 121, 137
- Directions, following, *see* Following directions.
- Direction poster, 149, 178, 195

- Dramatization, directions, 84, 89, 134; sentences, 140, 143, 169, 189, 198, 223; stories, 68, 184, 192
- Eighth week's work, 122; evaluation of, 137
- Evaluation, beginning of readiness period, 11; beginning reading experiences, evaluation, 229, 230; chart, 162; coloring of pictures, 15, 17, 24; group classification, 51; picture development, 15; picture stories, 19-20; rereading, 189. *See also* 29, 46, 61, 79, 91, 102, 121, 147.
- Fifth week's work, 80; evaluation of, 91
- First week's work, 7; evaluation of, 29
- Following directions, introduction of oral, 15; of printed, 30. *See* Chart techniques and teaching of *BILL AND SUSAN* and *UNDER THE TREE*.
- Fourth week's work, 62; evaluation of, 79
- Free choice period, 12, 17, 18, 22, 26, 52, 89, 109, 133
- Games, 118, 120, 171, 183-184, 200, 201; "Clap Game," 136, 188, 194, 208; "Guessing Game," 50, 166, 168, 180; "Hide-and-Seek," 225; "Show Me Game," 128, 136, 150, 180, 198
- Group classification, *see* Reading groups.
- Independent work; *OUR FIRST BOOK*, 26, 31, 34-35, 38, 42, 47, 49, 63, 66, 92; *BILL AND SUSAN*, 106, 111, 112, 124, 126, 151, 156, 162, 168; *UNDER THE TREE*, 180, 184, 196, 202, 206, 212, 219, 223, 228
- Interests and appreciations, increasing. *See* Chart techniques, Library corner, Poems, Science corner, and Stories.
- Interpreting meanings, accuracy in. *See* Additional reading activities, Building background, Contactual reading, Developmental reading, Dramatization, Picture interpretation, and Rereading.
- Labeling pictures, 58, 59, 143, 164
- Language experiences. *See* Building background, Chart techniques, Contactual reading, Dramatization, and Picture interpretation.
- Letter matching test, 63, 69, 71, 97, 99
- Library corner, 11, 137; reading table, 10, 23, 28, 37, 52
- Look And Do, introduction of, 19; use of, *see* references for *First Week* through *Sixth Week*.
- Matching, capitalized and lower case forms, 145, 158, 159, 160, 161, 165, 171, 174, 188, 193, 196, 205, 210, 223, 227; color, 22-24, 31-32, 48, 49, 50; letter test, 63, 69, 71, 97, 99; pages of books, 23, 27; phrases and sentences, 115, 117, 118, 120, 129, 131, 133-134, 136, 141, 145, 150, 159, 160, 172, 179, 183, 187, 198, 199, 200, 204, 206, 210-211, 213, 214, 219, 221, 223, 225; shapes, 34-36, 40, 57; tests, 63, 69, 71, 97, 99, 100; words, 160, 107, 108, 111, 113, 114, 120, 143, 153, 154, 158, 165, 167-168, 171, 186, 188, 193, 194, 195, 215
- Motivating questions; *OUR FIRST BOOK*, 18, 31, 34, 39, 45, 52, 55, 59, 69, 71, 72, 82, 89, 99. *See* teaching procedures for *BILL AND SUSAN* and *UNDER THE TREE*.
- Name cards, 11, 12, 125-126, 143
- Nursery rhymes, *see* Rhymes.
- OUR FIRST BOOK*, introduction of, 13-14; sections of, *Bill and Susan*, 14-37; *Baby, Mother, and Daddy*, 38-51; *Perky and Fuzzy*, 52-68; *Pets and Toys*, 69-81; *Story Book Friends*, 82-91; *Pictures and Words*, 92-102; teaching of, *see* references for *First Week* through *Sixth Week*; readiness tests, 62, 63, 69, 71, 74, 97, 99
- Parents, conferences with, 40, 42-43, 46
- Phonics readiness, *see* Word recognition.
- Phrases, illustrating, 212, 219; matching, 211, 214
- Picture interpretation, 14-15, 18-19, 27-28, 39, 41, 44-45, 53, 60, 69, 72-73, 82-84, 93. *See* teaching procedures for *BILL AND SUSAN* and *UNDER THE TREE*.

- Plural forms, introduction of, 203
- Poems, "Bye, Baby Bunting," 161; "Sleep, Baby, Sleep," 161; suggested, 143, 157, 163, 169, 174, 181, 197, 207, 212, 216, 220, 224, 228; "The China Dog," 116. *See* section "Stories and Poems," page 231.
- Poster, color, 155, 165, 172, 178, 183, 195, 198; introduction of, 149
- Read and Do, introduction of, 114; use of, *see* teaching procedures for BILL AND SUSAN and UNDER THE TREE.
- Reading, additional activities; BILL AND SUSAN, 120, 125, 136, 143, 150, 156, 160, 167, 172; UNDER THE TREE, 184, 190, 196, 201, 205, 211, 214, 218, 222, 227; beginning experiences, evaluation of, 229; contactual, defined, 151, BILL AND SUSAN, 156, 162, 168; UNDER THE TREE, 180, 184, 196, 201, 207, 212, 215, 219, 227; developmental, BILL AND SUSAN, 115, 124, 131, 138, 144, 153, 158, 164, 170; UNDER THE TREE, 178, 182, 186, 193, 198, 203, 208, 213, 217, 221, 225
- "Reading Diary," composing stories for, 180, 196, 207, 215, 227
- Reading groups, suggestions for establishing, 48, 52, 54, 57, 59, 71
- Reading readiness explained, 24, 25; tests, 62, 63. *See also* Tests.
- Reading table, *see* Library corner.
- Related experiences; OUR FIRST BOOK, *see* references for *First Week* through *Sixth Week*; BILL AND SUSAN, 122, 129, 135, 143, 152, 157, 163, 169, 174; UNDER THE TREE, 181, 185, 192, 197, 202, 207, 212, 215, 220, 224, 228
- Rereading; BILL AND SUSAN, 111, 119, 142, 148, 155, 160, 167, 172; UNDER THE TREE, 179, 184, 189, 196, 205, 210, 214, 218, 222, 226
- Rhymes, making up, 66; nursery, 64, 72; speech, 76, 89, 96; suggested, 185, 192
- Rhyming words, 97, 173, 190, 191; identifying, 184, 196, 201, 205, 211
- Science: activities, 85; charts, 133, 135; corner, 12, 17, 47, 132; table, 26
- Second week's work, 30; evaluation of, 46
- Sequence, picture stories, 18, 27, 44, 59, 72, 83; plot, 119, 128, 135. *See also* Rereading, 142-226.
- Seventh week's work, 105; evaluation of, 121
- Sixth week's work, 92; evaluation of, 102
- Stories, dramatizing, 184; *Peter Rabbit*, 42-45, 86; plot of, 218; suggested, BILL AND SUSAN, 143, 157, 163, 169, 174; UNDER THE TREE, 181, 185, 192, 202, 207, 212, 216, 224, 228; supplemental, defined, 151; BILL AND SUSAN, 156, 162, 168; UNDER THE TREE, 181, 184, 197, 202, 206, 212, 215, 220, 223, 228; *The Billy Goats Gruff*, 82; *The Three Bears*, 81, 82, 84, 86, 88; *The Three Little Pigs*, 82
- Supplemental stories, *see* Stories, supplemental.
- Tests, identification, 62, 69, 71; letter matching, 63, 69, 71, 97, 99; meaning, 135, 148, 172; context, 62, 65, 91, 205, 226; vocabulary, final, 172, 226; word matching, 63, 74, 100, 121, 149, 167; word recognition, 148, 172, 205, 226, 251
- Third week's work, 47; summary of, 61
- Titles, 10, 42, 82, 88, 106, 177, 182, 217
- UNDER THE TREE, introduction of, 177; stories, teaching of, 178, 182, 193, 198, 203, 213, 217, 221, 225; context test, 205, 226; word matching test, 190, 211; word recognition test, 205, 226
- Use of materials, developing facility in. *See* Additional reading activities, Classification, Following directions, Library corner, Sequence, and Titles.
- Weather chart, 85, 87
- Word cards, *see* Cards.
- Word recognition, developing independence in. *See* Configuration clues, Context clues, and Language experiences. *See also* Additional reading activities.

Bill and Susan



SILVER BURDETT COMPANY

NEW YORK • CHICAGO • SAN FRANCISCO



Bill



Perky

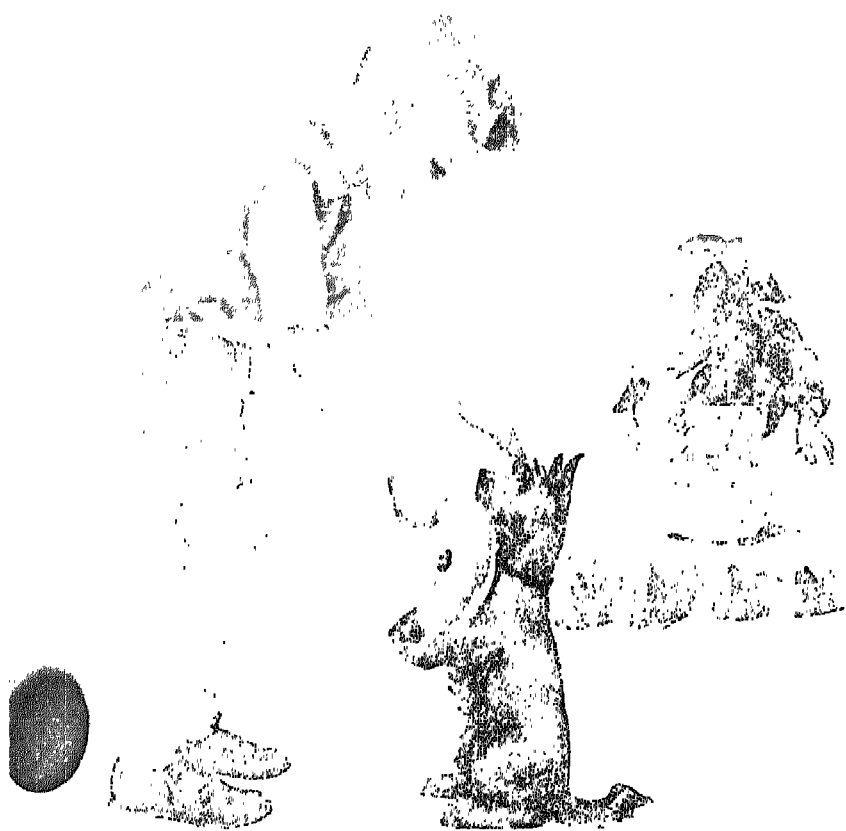


Perky! Perky!
Stop, Perky! Stop!

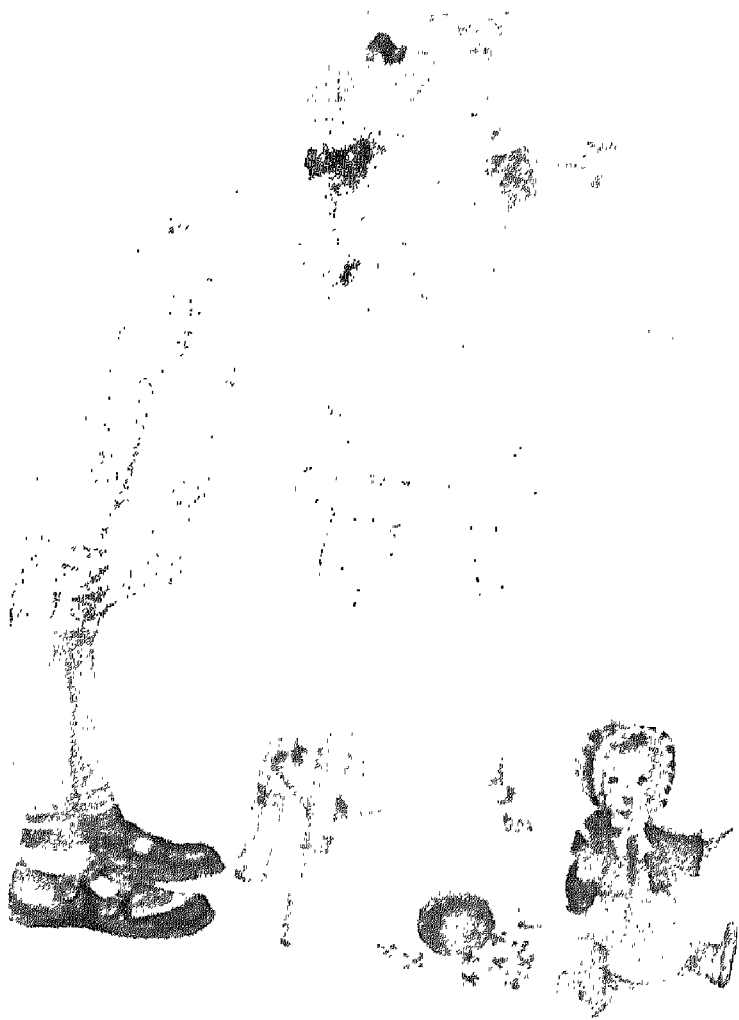




Perky! Perky!
Come, Perky! Come!



Good Perky.
Good Perky.



Susan



Fuzzy



Fuzzy! Fuzzy!
Stop, Fuzzy! Stop!

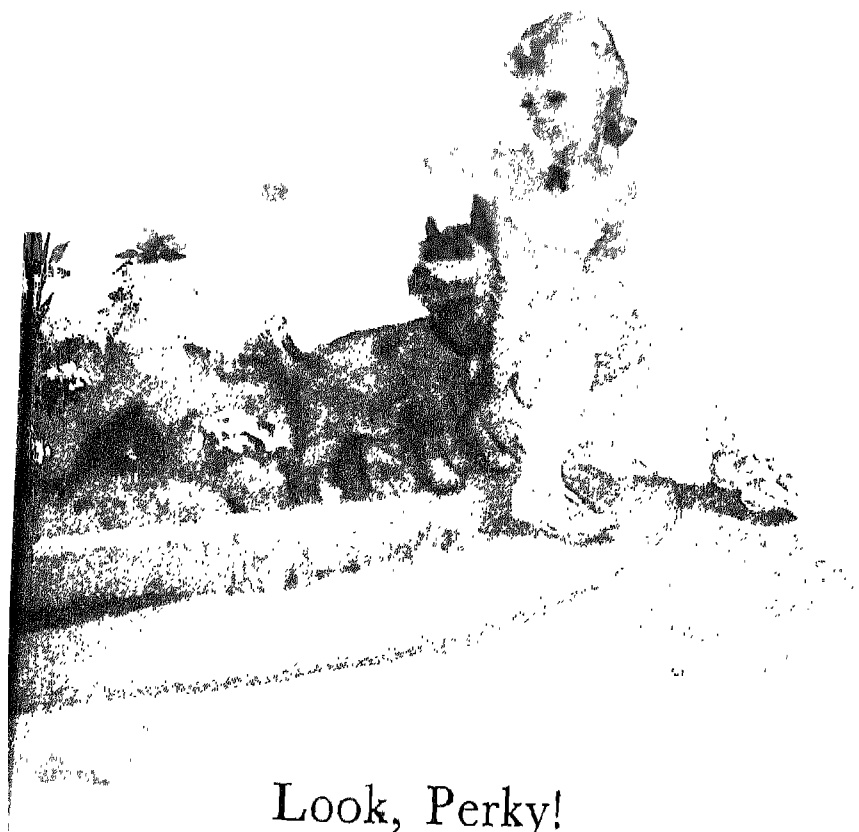


Come, Fuzzy.
Come to Susan.
Fuzzy! Fuzzy!
Come to Susan



Look, Susan!

Look, Susan! Look!



Look, Perky!
Look at Bill.
Look at Bill.



Stop, Perky! Stop!
Go to Susan.
Perky! Perky!
Go to Susan.



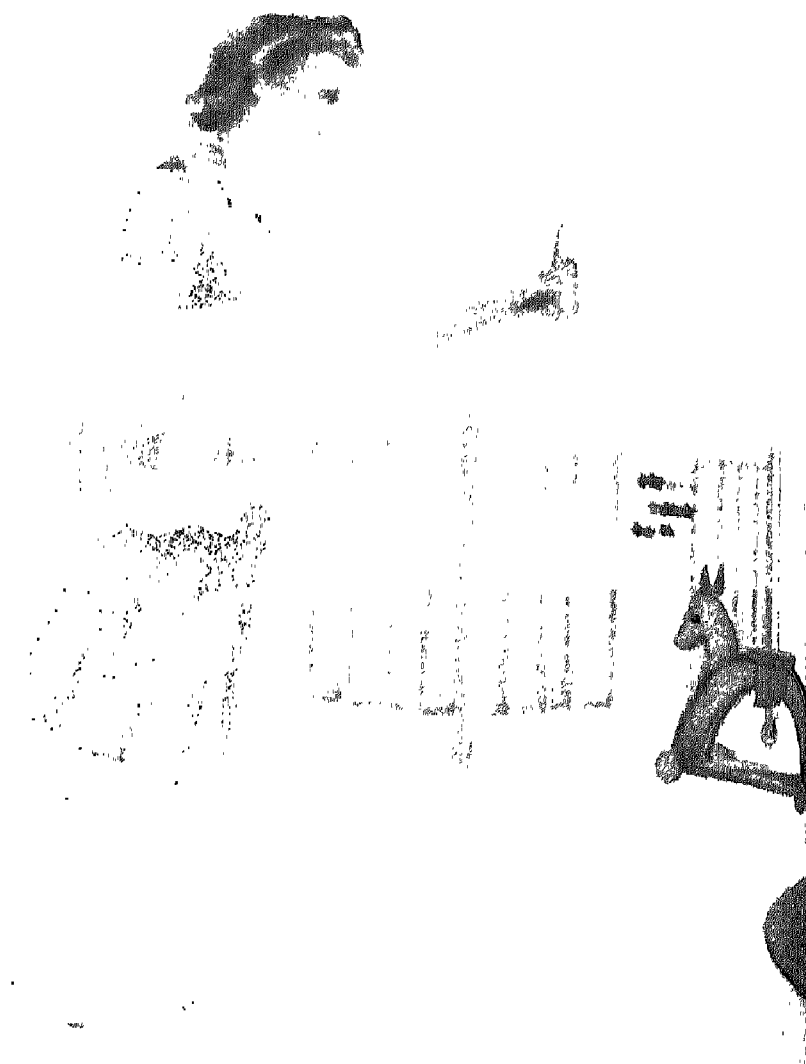
Come here, Perky.

Come here.

Good Perky.

Good Perky.

Come here.



Mother



Baby



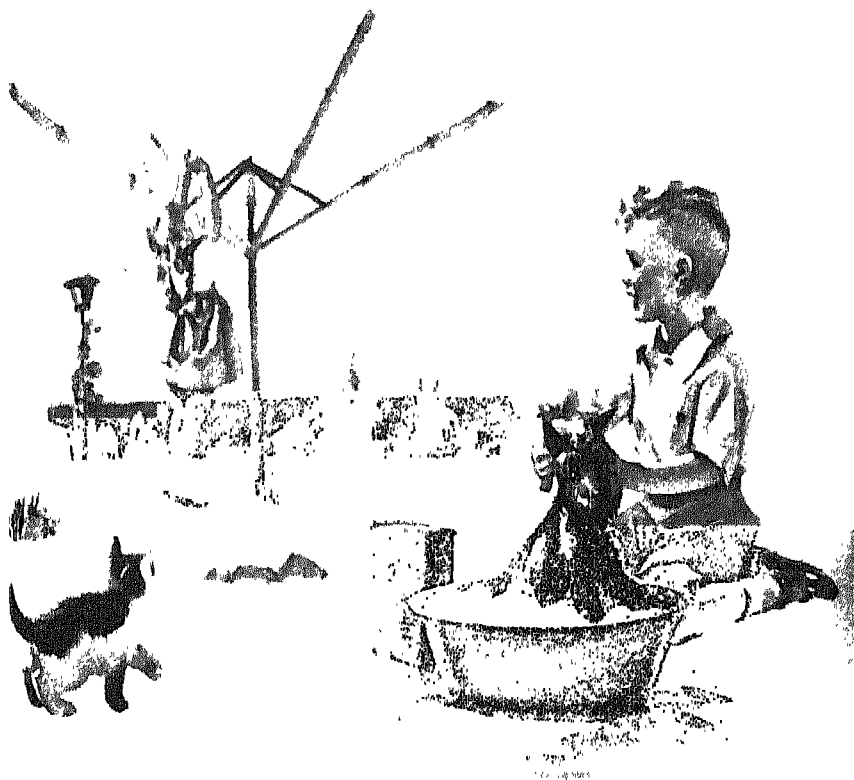
Baby! Baby!
Look at Mother.
Go to Mother, Baby.
Go to Mother.



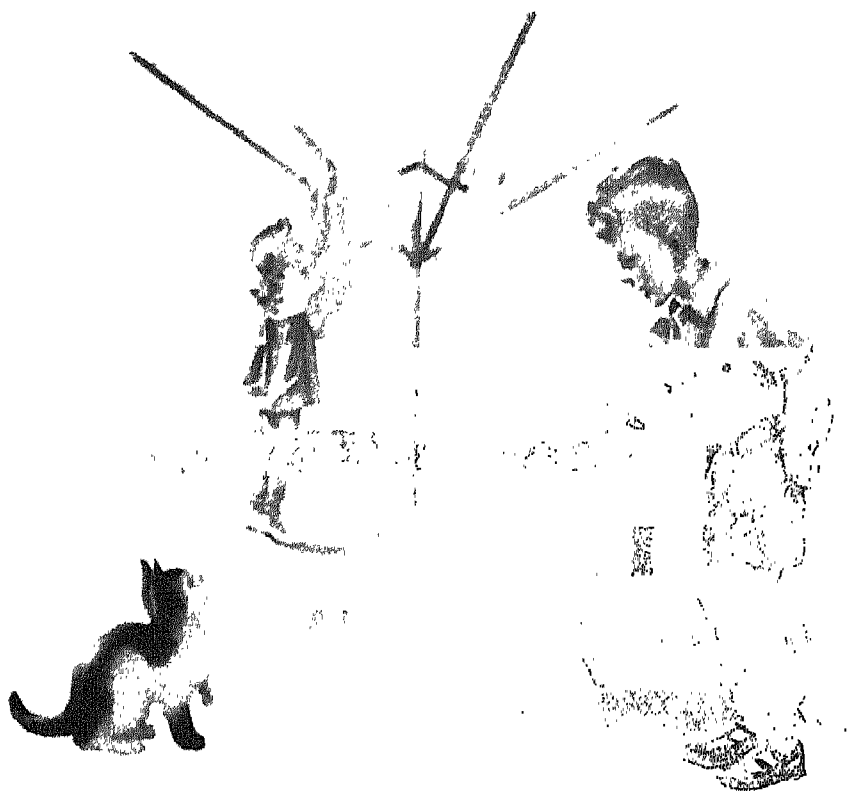
Come here, Bill.
Come here.
Look at me, Bill.
Look at me.



Come here, Perky.
Come to me.
Good Perky.
Good Perky.
Come to me.



Susan! Susan!
Come here, Susan.
Look at Perky.
Look, Susan! Look!
Look at Perky.



Come here, Fuzzy.

Good Fuzzy.

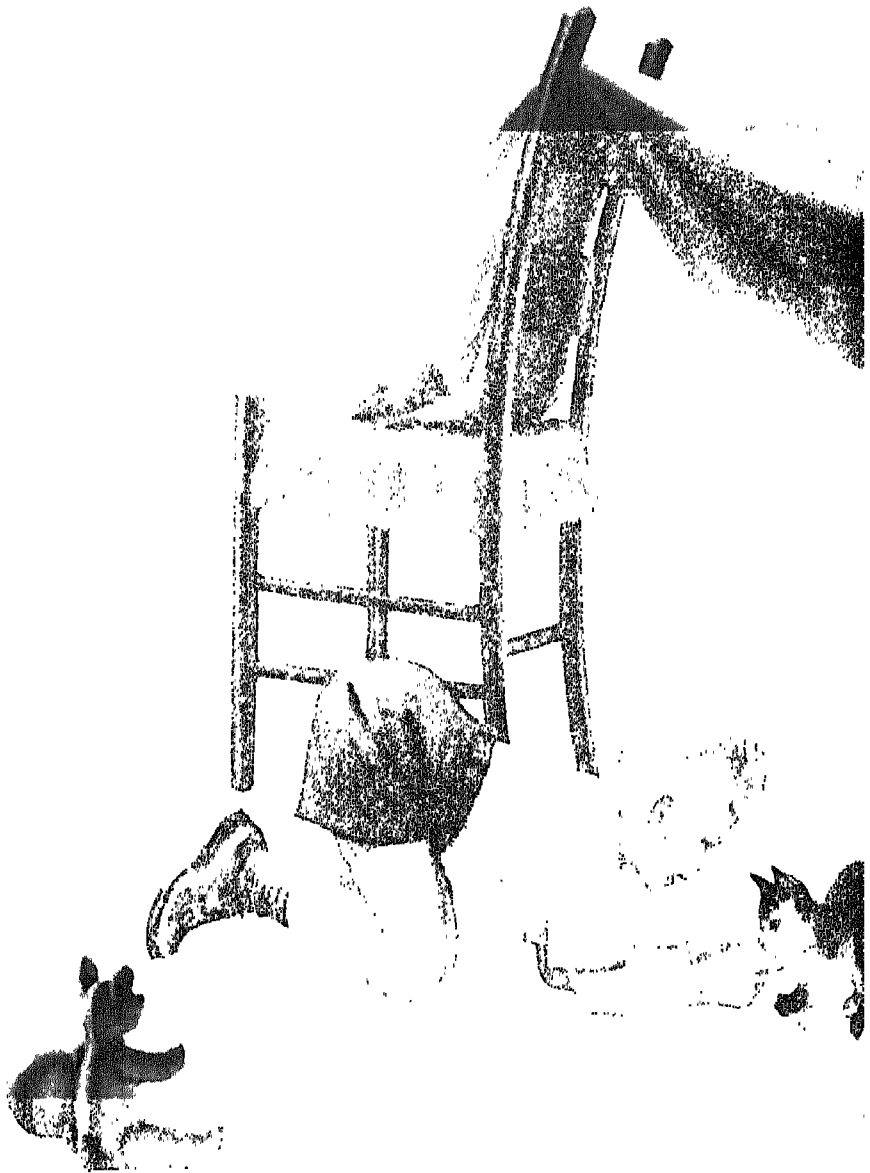
Good Fuzzy.

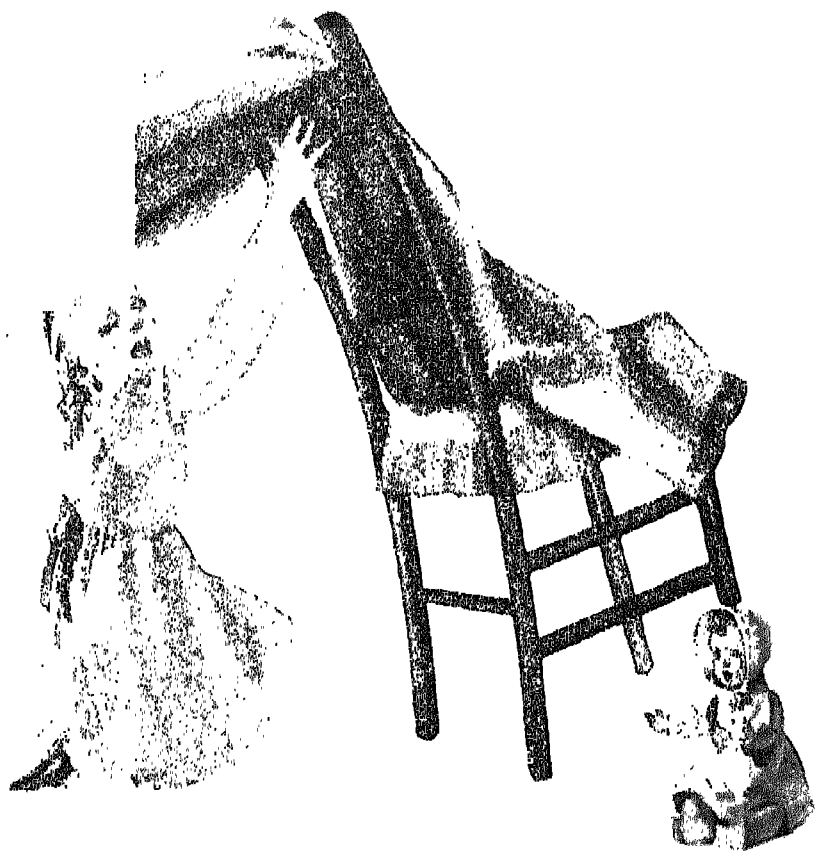
Come to me.



Stop, Bill!
Stop! Stop!





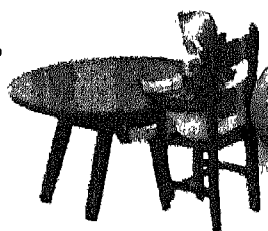


Come here, Bill.

Come here.

Help me, Bill.

Help me.





Look, Susan.

Look at me.

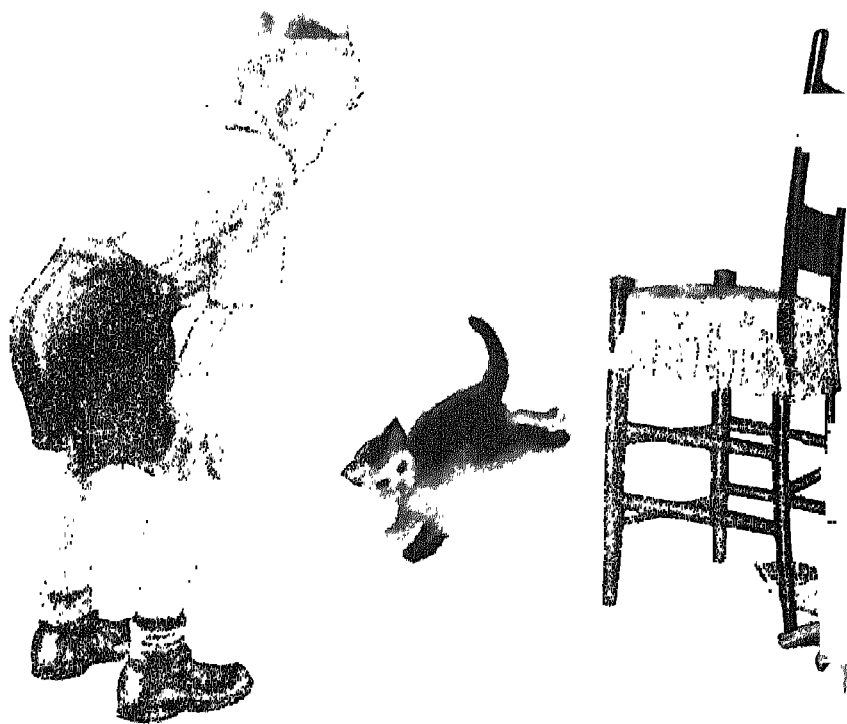
Come and look, Susan.

Come and look at me.

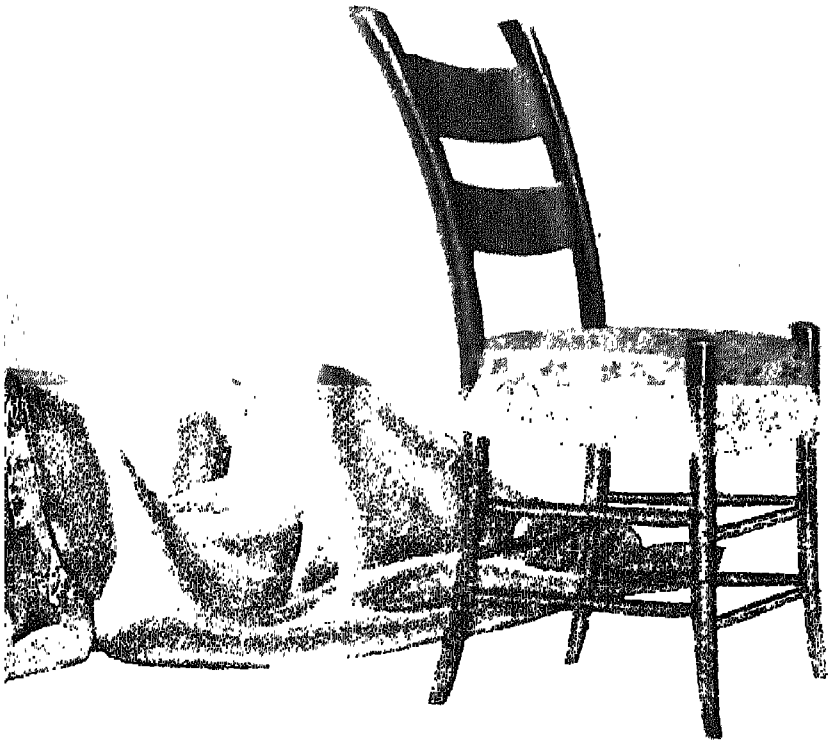


Play with me, Bill.

Play with me.



See Fuzzy.
See Fuzzy go.
Look, Susan! Look!
See Fuzzy go.



Bill! Bill!

Come here, Bill!

Come here!

Help me, Bill.

Help me.





Mother! Mother!

See Baby.

Come and help me, Mother.

Come and help me.



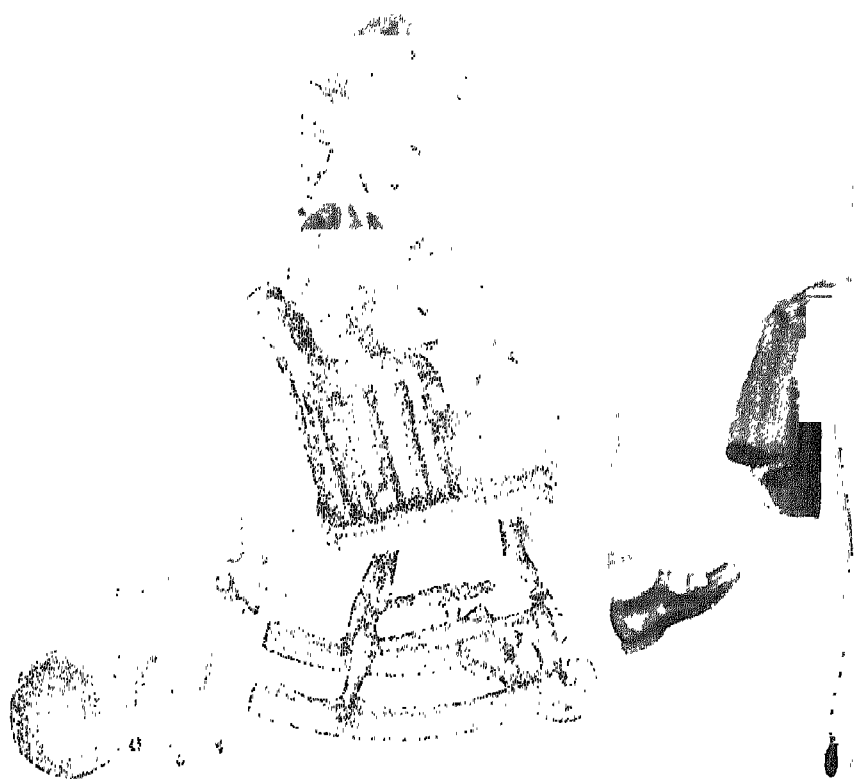
Come here, Bill.

Come and help me.

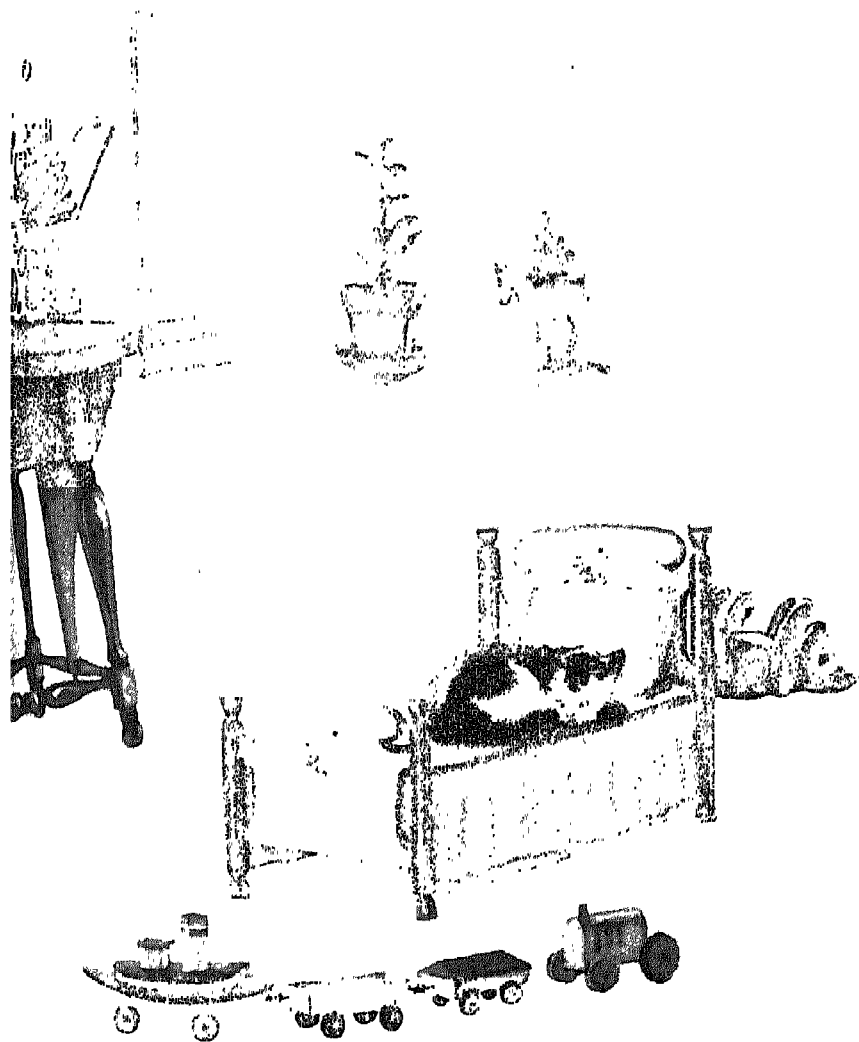
Come and help Mother.



Thank you, Bill.
Thank you, Susan.



Sleep, sleep.
Go to sleep.
Sleep, Baby.
Sleep, sleep.





Fuzzy! Fuzzy!

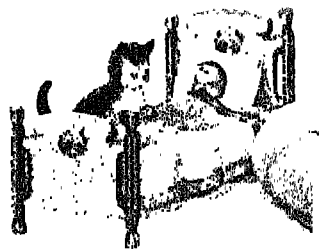
Go away.

Go away, Fuzzy.

Go and play with Perky.



Sleep, sleep.
Go to sleep.
Sleep, Baby.
Sleep, sleep.





Daddy

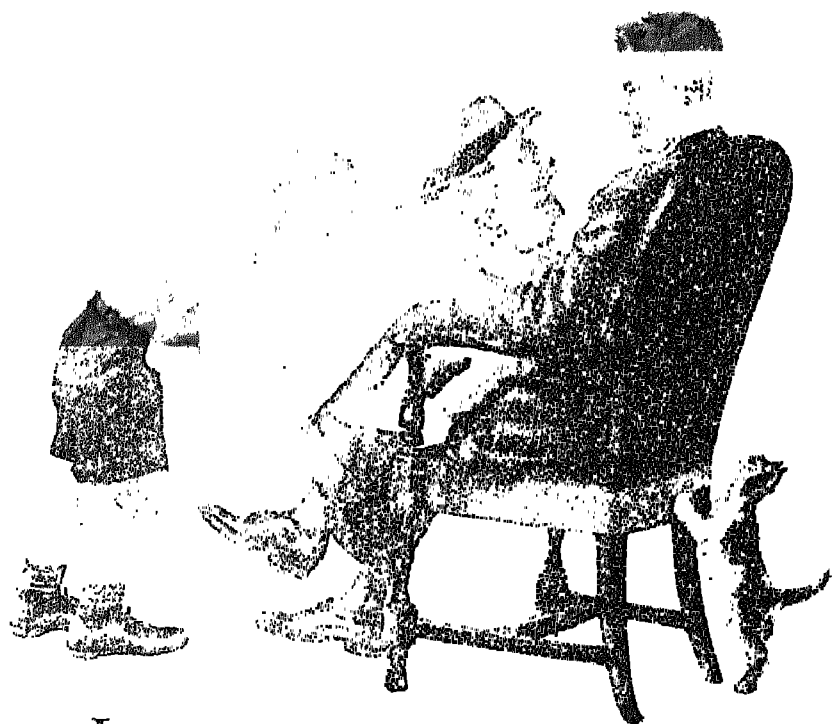


Come, Baby.
Come to Daddy.
Play with Daddy.
Come and play.





Look, Baby! Look!
See Bill.
Look, Baby.
Look at Bill.



I see you, Baby.

I see you.

Play with me, Baby.

Daddy! Daddy!

See Baby.

See Baby play with me.



Fuzzy! Fuzzy!
Stop, Fuzzy! Stop!
Go away.
Go and play.
Go and play with Perky.



Look, Baby!
Look at Bill.
Look at Fuzzy.
See Bill and Fuzzy.

Thank you, Bill.
Thank you.



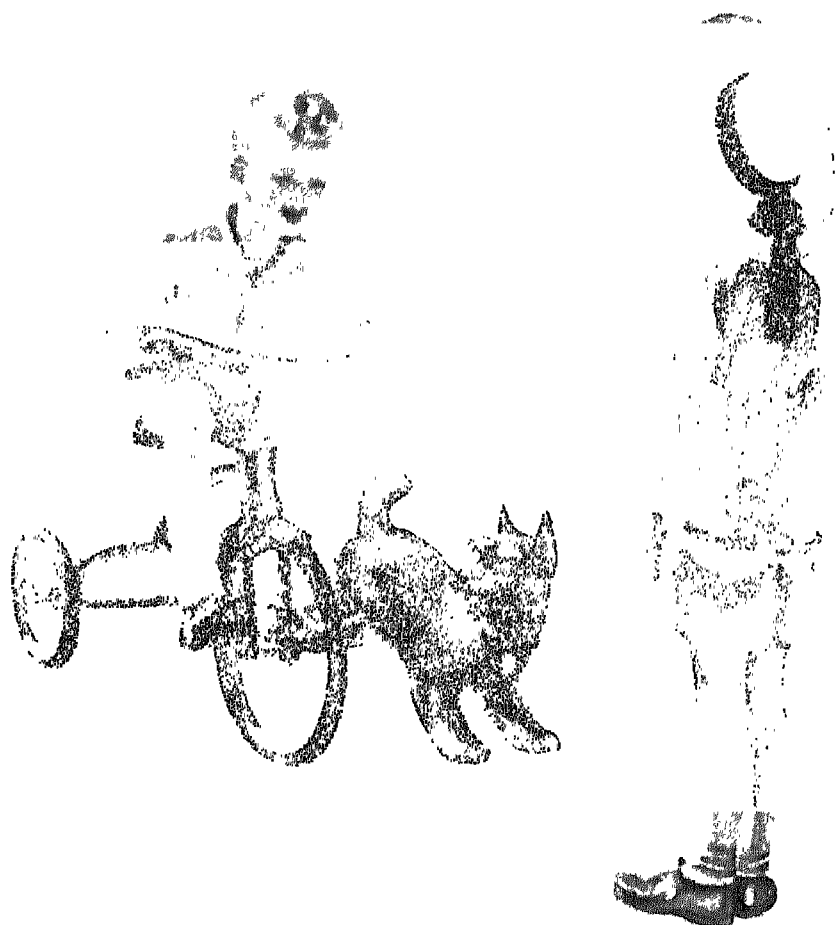
Here I go.
Here I go.
See me, Susan.
See me go.



Bill! Bill!

Play with me.

Come and play with me.



Here I come, Susan.
Here I come.
Here I come to play.



Here I go with you, Bill.
Here I go with you.
Away and away and away!
Away I go with you!

WORD LIST

PRE PRIMER 1

Twenty-six different words
are introduced in this book.

2 Bill	14 go	26 and	36 away
3 Perky	15 here	27 play	37
4 stop	16 Mother	with	38 Daddy
5	17 Baby	28 see	39
6 come	18	29	40
7 good	19 me	30	41 I
8 Susan	20	31	42
9 Fuzzy	21	32	43
10	22	33 thank	44
11 to	23	you	45
12 look	24	34 sleep	46
13 at	25 help	35	47

*Under
the Tree*



SILVER BURDETT COMPANY
NEW YORK • CHICAGO • SAN FRANCISCO



Bill



Susan

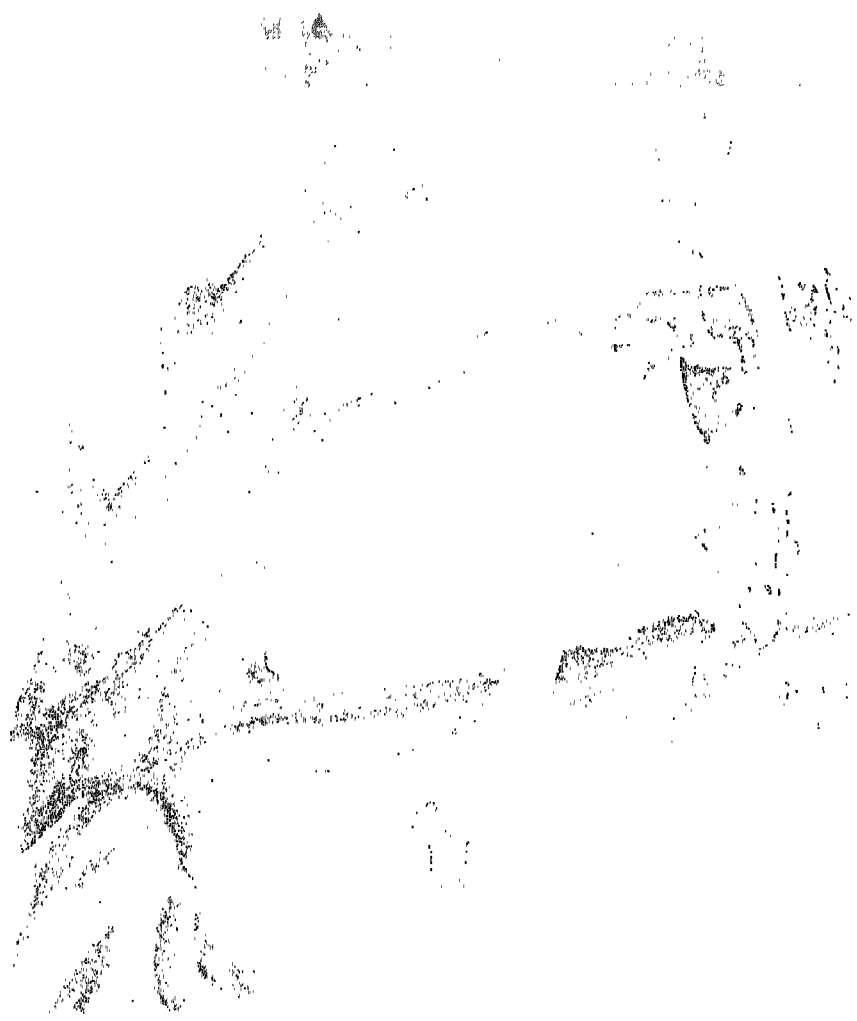




Bill! Bill!

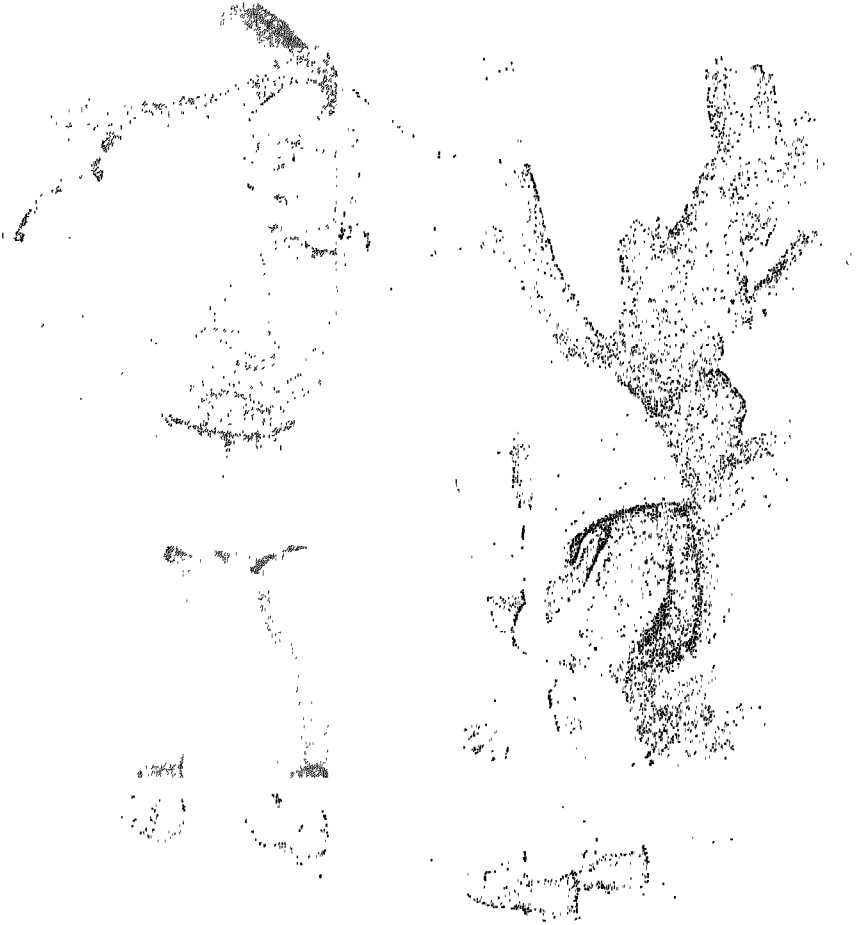
Help me, Bill!

Help me!



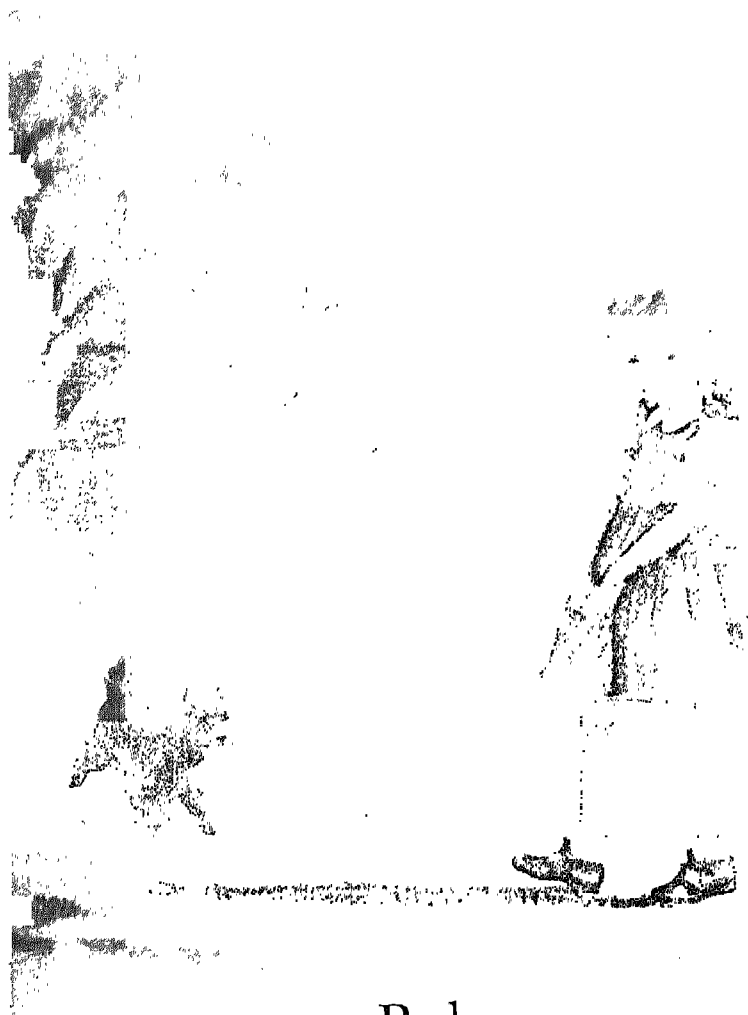
Stop, Susan!

Stop, Susan! Stop!



Look, Bill!
Look at me.





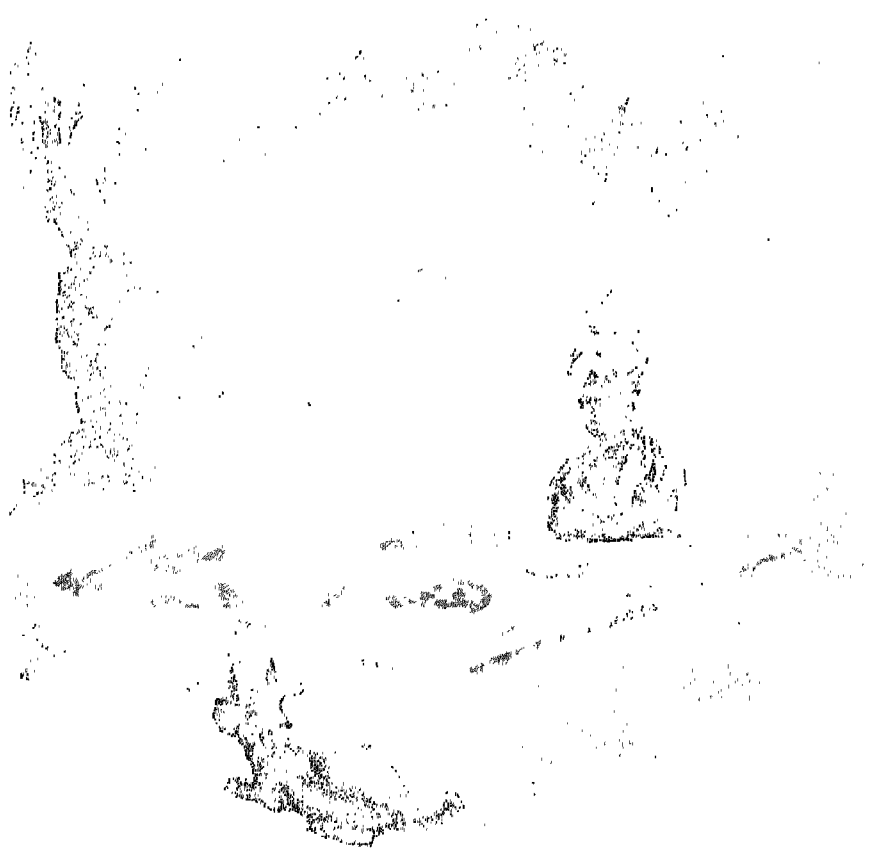
Perky
Look, Bill!
Look at Perky.



Perky! Perky!

Go away.

Go away, Perky.

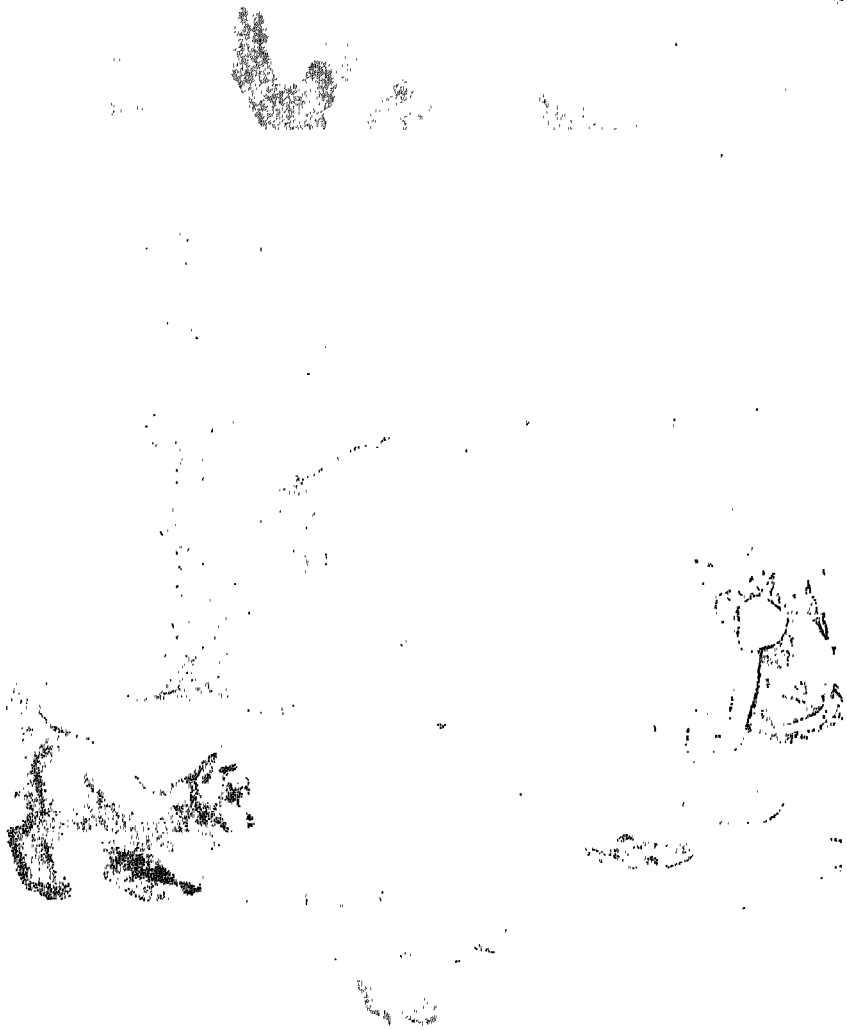


I see Perky.

I see Perky.

Look, Bill! Look!

Look at Perky.



Stop, Perky!
Stop! Stop!



Susan! Susan!
See Perky run.
See Perky run.



Perky Helps Mother

Bill said,
"Perky! Perky!
I see Mother.
I see Mother."



Susan said,
“Come, Bill.
Help Mother.
Come, Bill! Come!
Come with me.”



Susan said,

“Mother! Mother!

I will help you.

I will help.”

Bill said,

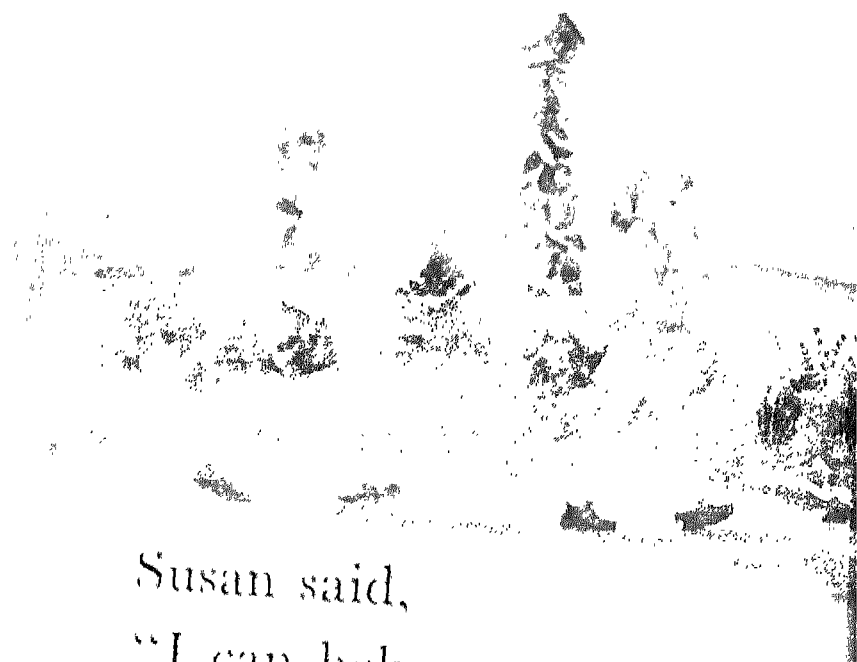
“I will help you, Mother.

I will help.”



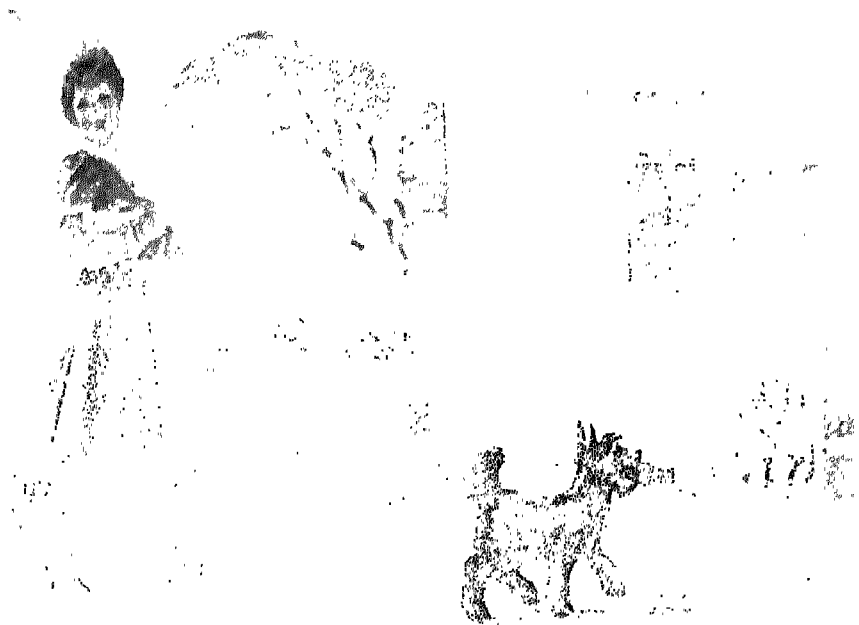
Bill said,
“Look, Mother.
Look at Perky.
Perky will help you.”

Mother said,
“Good Perky.
Come to me.
Will you help me, Perky?”



Susan said,
"I can help.
See me help.
See me help Mother."

Bill said,
"I can help.
See me help.
See me help Mother."



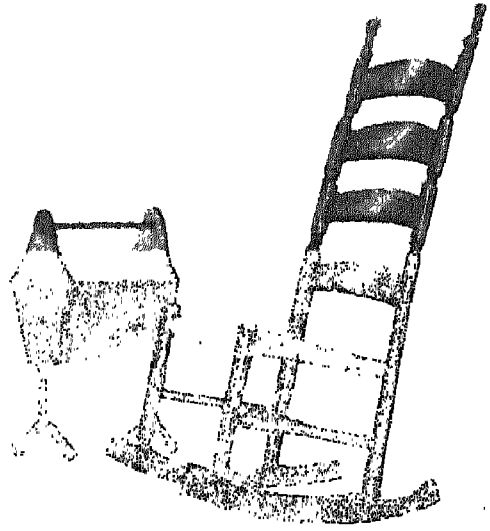
Mother said,
“Perky can help.
See Perky help.
See Perky help me.
Thank you, Perky.
Thank you.”



Fuzzy



Bill said, "Fuzzy! Fuzzy!
Run away, Fuzzy!
Run, Fuzzy! Run!
Go, Baby! Go!"

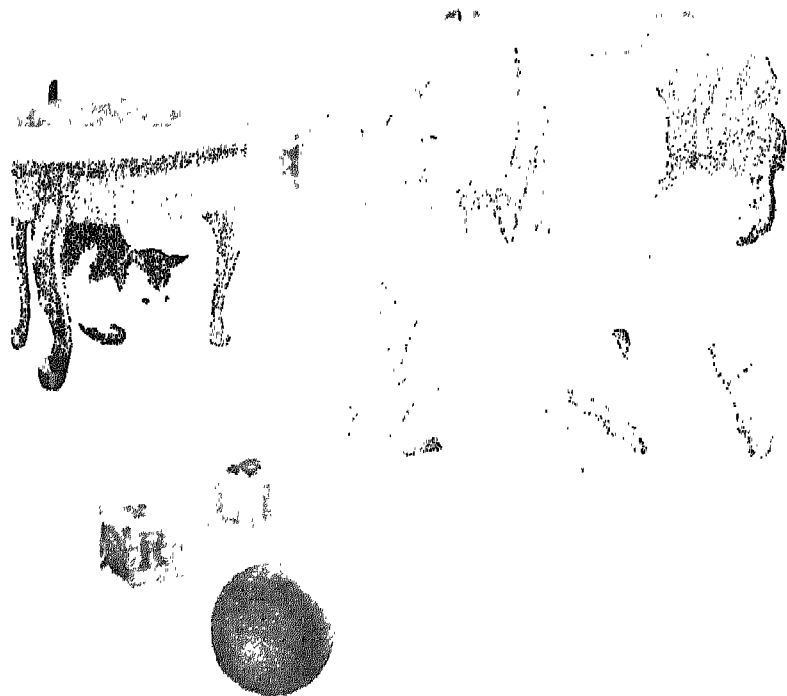


Bill said, "Baby! Baby!
Fuzzy will not come.
Fuzzy will not play.
See Fuzzy run away!"



Bill said, "Oh, Baby!
Fuzzy will not play with you.
Fuzzy will play with me.

See Fuzzy come to me.
See Fuzzy play with me."



Bill said,
“Fuzzy! Fuzzy! Fuzzy!
Come, Fuzzy! Come!
Come and play with me.”
Fuzzy did not come.



Susan said, "Oh, Bill!
Fuzzy will play with me.

Here, Fuzzy! Here, Fuzzy!
Come and play with me.
Please come.

Please come and play."

Fuzzy did not come.



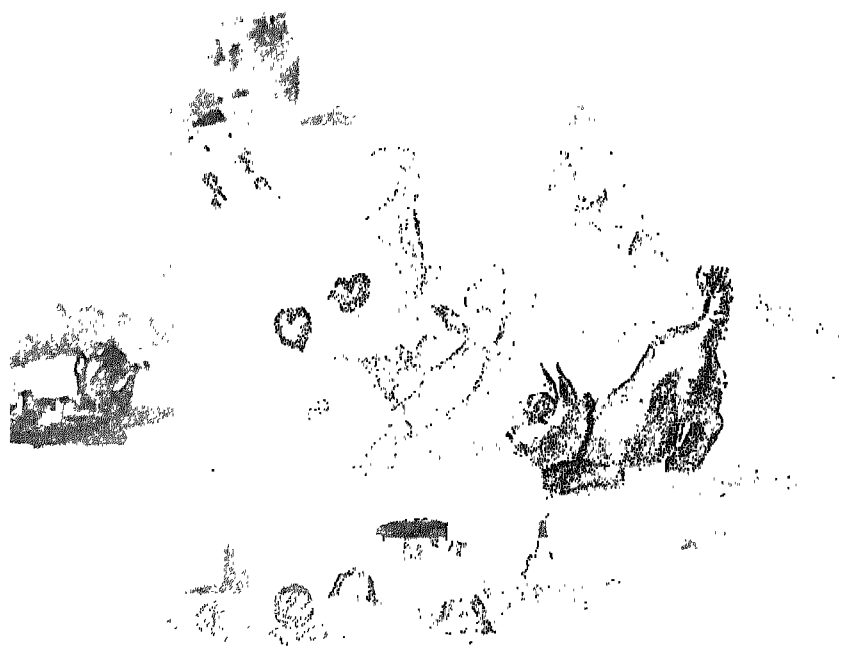
Mother said,
“Fuzzy will come to me.
Look, Bill! Look, Susan!
See Fuzzy come to me.
Here, Fuzzy! Here, Fuzzy!
Good Fuzzy.”

Fuzzy did come to Mother.



Bill Plays Ball

Bill said, "Look, Susan.
I can play ball.
Look at me.
See me play.
See me play with the ball."



Susan said, "Oh, Bill!

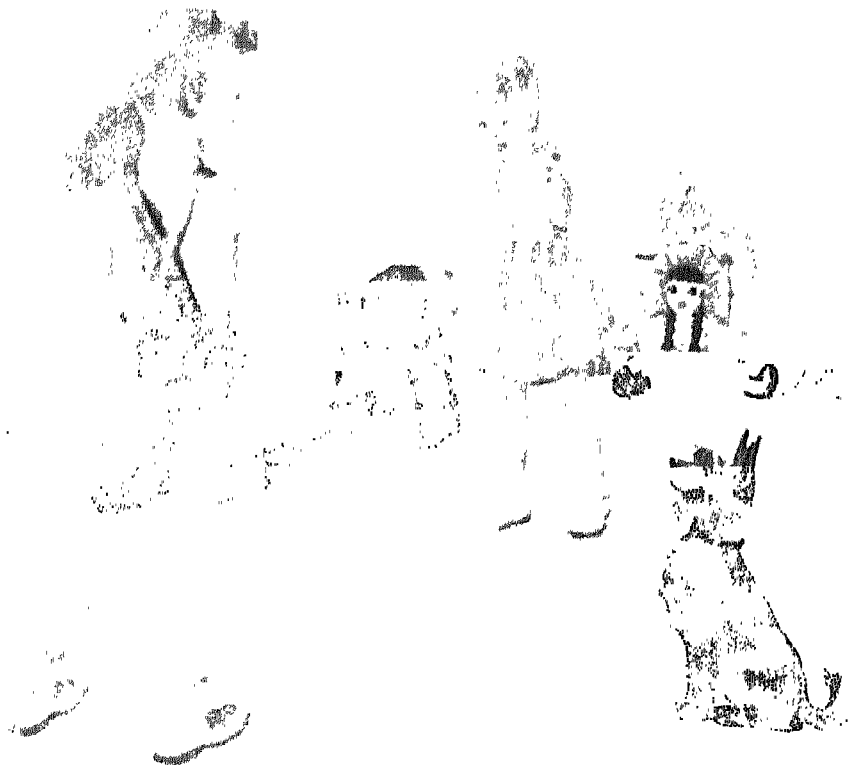
I want to play.

I want to play with you.

Please, Bill! Please!

I can play ball.

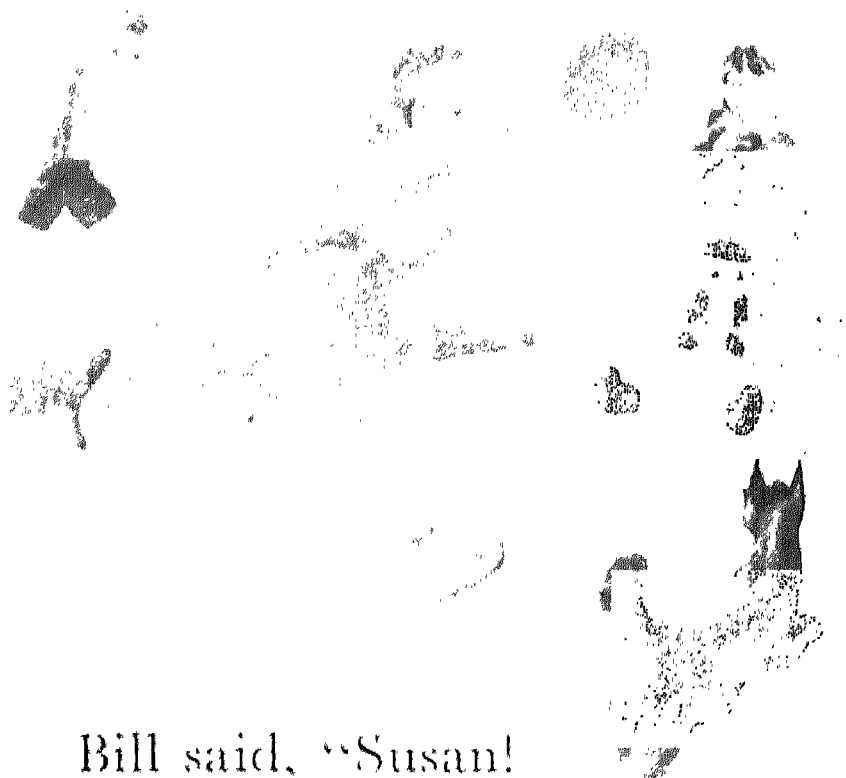
I can play with you."



Bill said,
“Come and play, Susan.
Come and play with me.
Look, Susan!
Here comes the ball.”



Bill said, "Susan! Susan!
Run and get the ball.
Run, Susan! Run!
Run and get the ball."



Bill said, "Susan!
See Perky play ball.
See Perky run.

Run, Perky!
Run, Perky!
Run and get the ball."



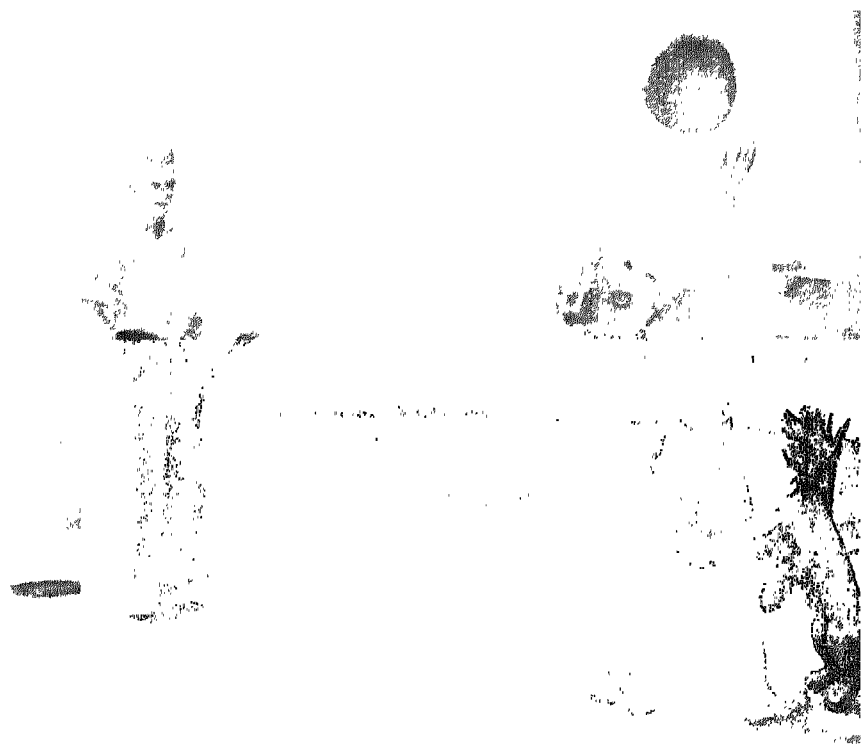
Susan did not get the ball.
Perky did not get the ball.

Bill said,

“You can not play ball, Susan.
Look at the doll.

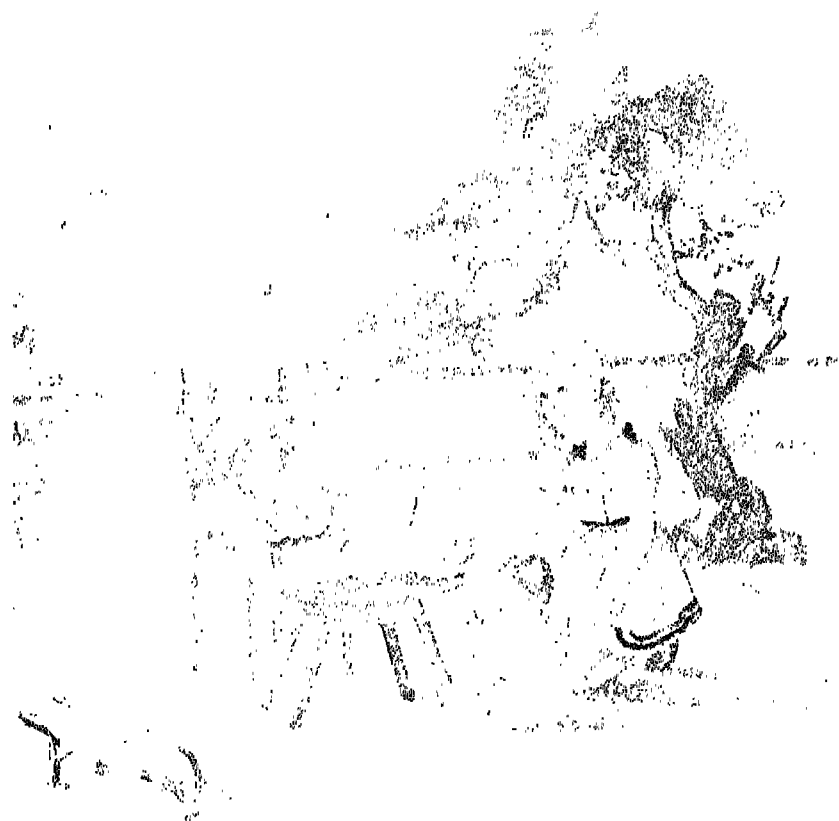
The doll can play ball.

The doll can play with me.”

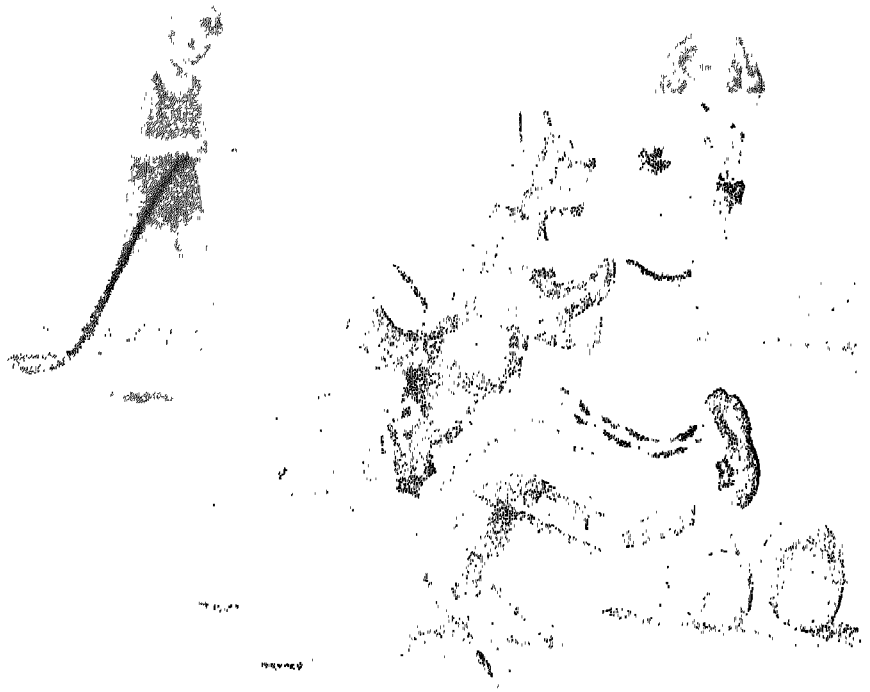


Susan and the Dolls

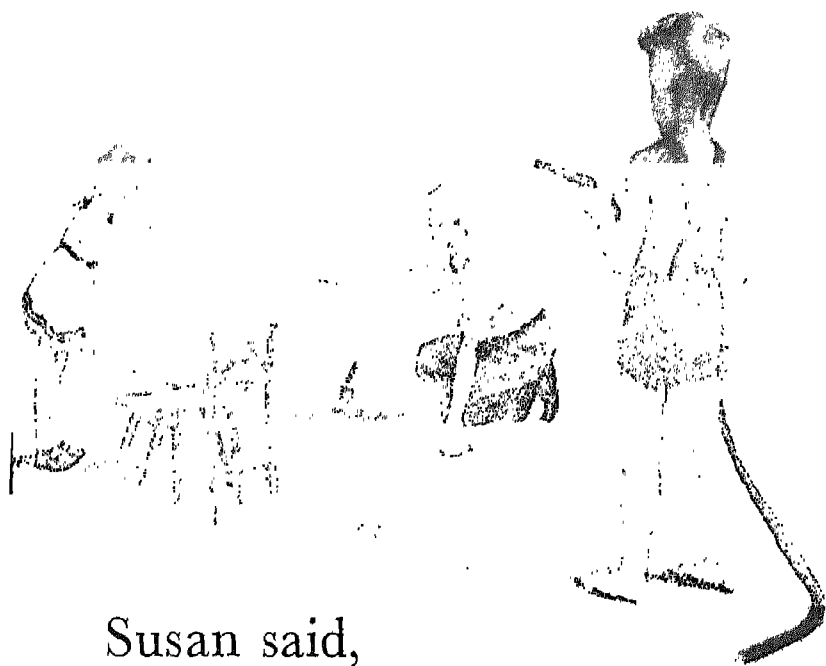
Bill said, "Susan! Susan!
See Perky play ball.
I like to play with Perky.
I like to play with you.
Will you play ball, Susan?"



Susan said, "Oh, Bill!
I want to play here.
I want to play with my dolls.
You can play with Perky."

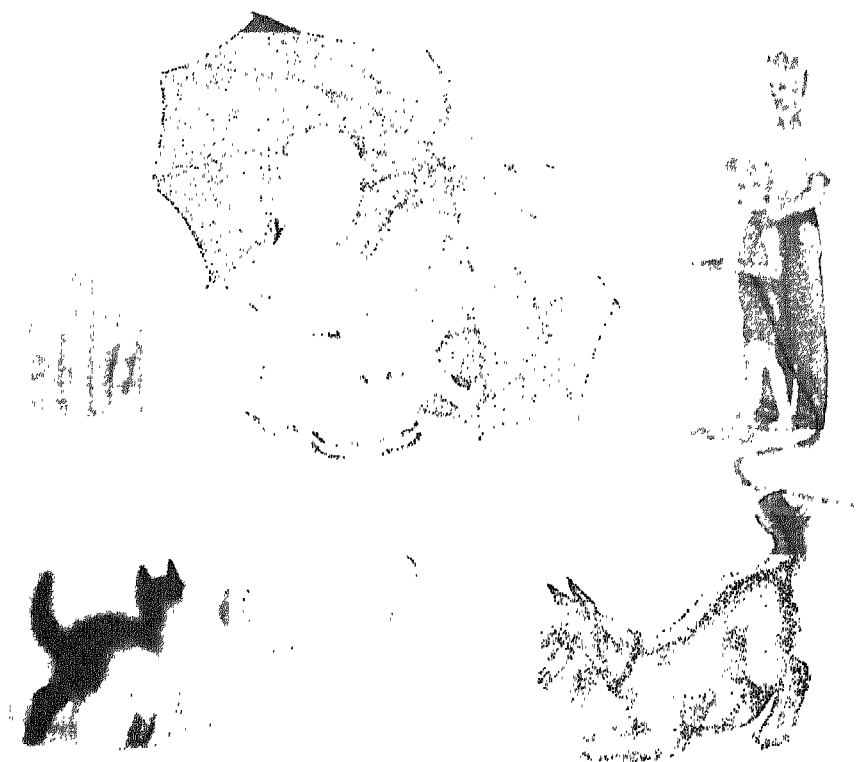


Susan said, "Go away, Perky!
Go and play with Bill.
I want to play with my dolls.
Please go away, Perky.
Go and play with Bill."

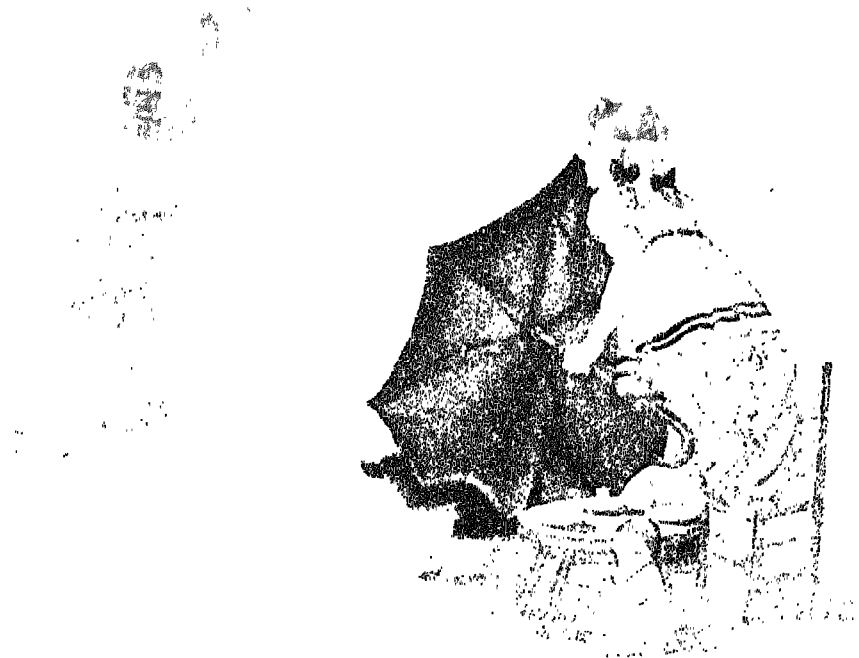


Susan said,
“Stop, Bill! Please stop!
I want to play here.
I want to play with my dolls.”

Daddy said, “Bill! Bill!
Look at Susan.
Look at the dolls.”



Susan said, "I can play here.
Come with me, Fuzzy.
We will play with my dolls.
We will not play with Perky.
Perky can play with Bill."



Susan said, "Daddy! Daddy!

I can see you.

Can you see me?

Fuzzy is here, Daddy.

Fuzzy is here.

Can you see Fuzzy?

Fuzzy and I can play here."



A Good Cake

Susan said, "Oh, Mother!
Look at the cake.

Come here, Bill.

Come and see the cake."



Mother said,
“You and Bill like cake.
Daddy and I like cake.
I will make a cake.
Will you help me?”

Susan said,
“I will help you, Mother.
I will help you make a cake.”



Bill said,

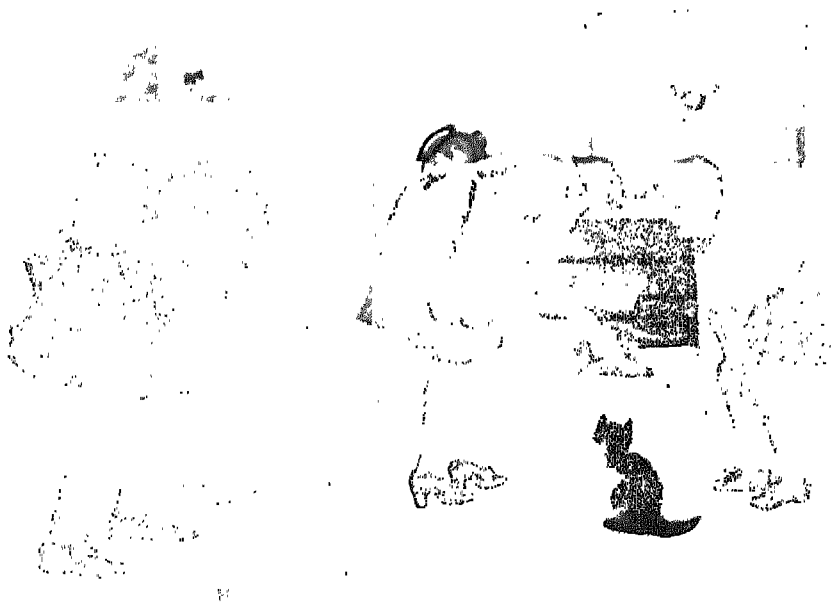
“Mother, I can help you.

I can help you make a cake.

I want a big cake.

Will you make a big cake?

Please, Mother. Please.”

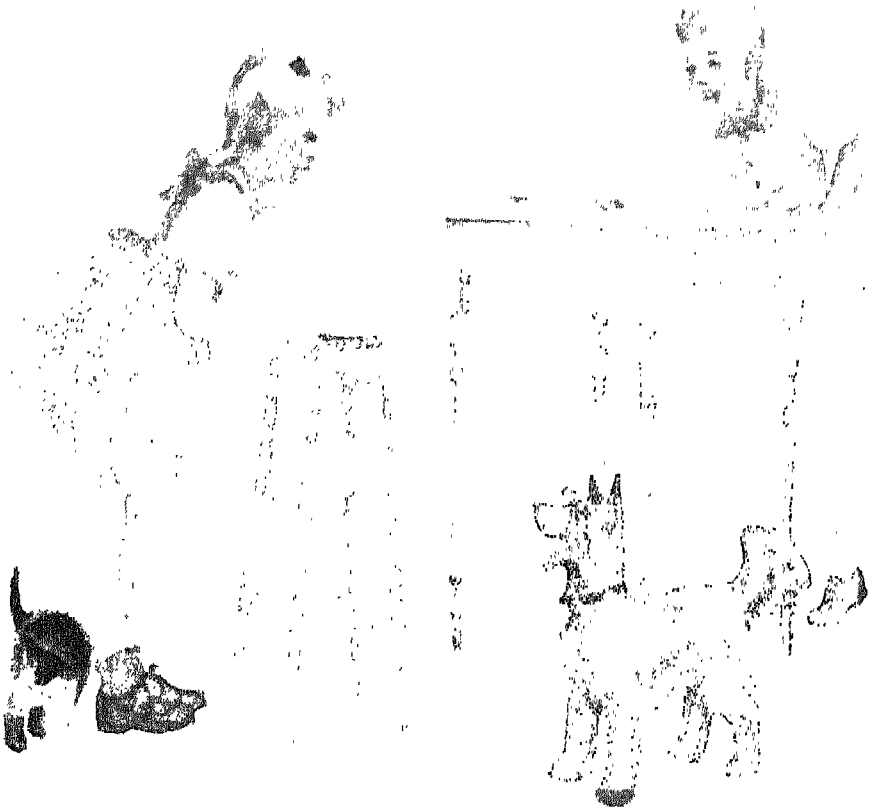


Susan said,

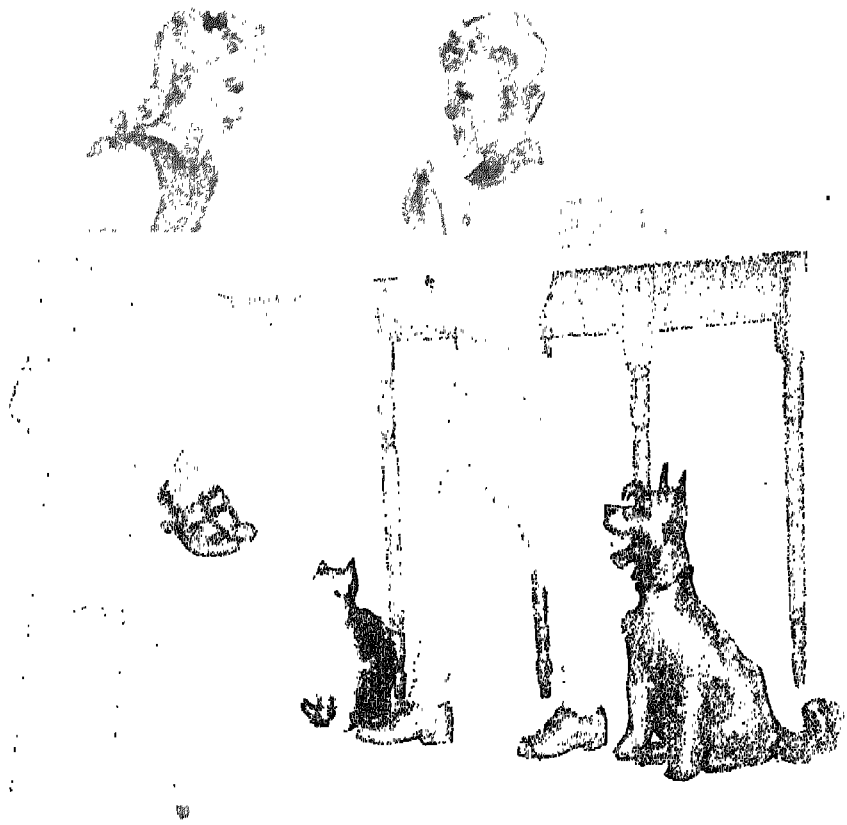
“I can make a little cake.
See my little cake.”

Bill said,

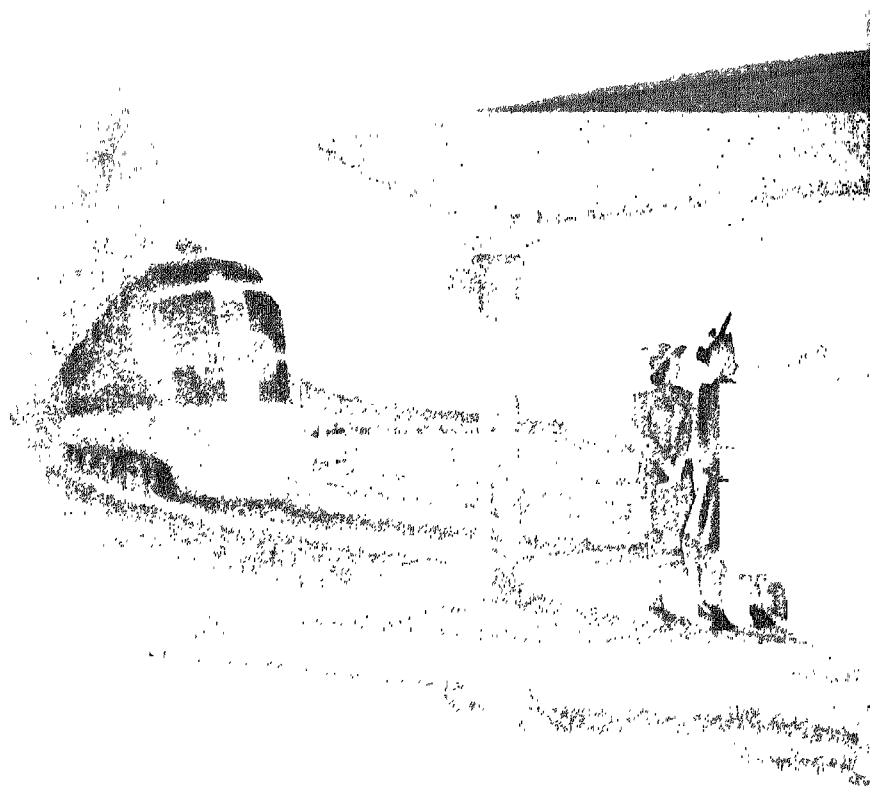
“You can make a little cake.
Mother can make a big cake.
I want a big cake.”



Susan-said,
“Here is my cake, Bill.
You and I can eat my cake.
We can eat my little cake.”

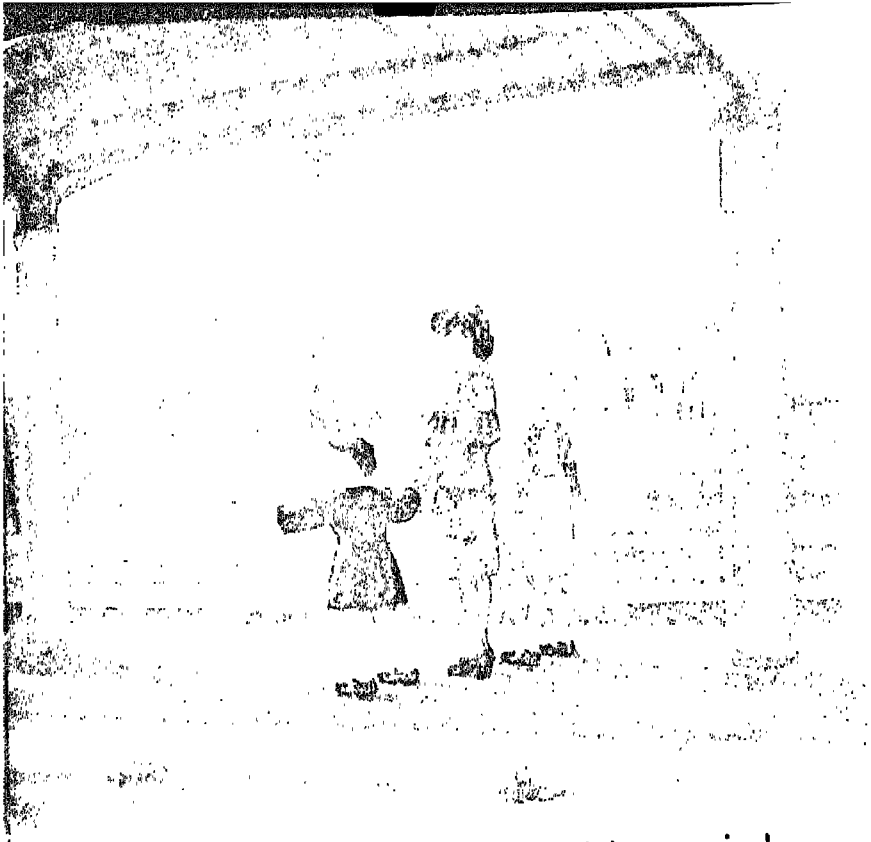


Bill said, "Thank you, Susan.
The little cake is good.
I like it.
You make good cake, Susan."



The Big Train

Bill said, "Oh, Susan! Susan!
Here comes the train!
Here comes the train!
Here comes Daddy!"



Susan said, "What a big train!
What a big, big train!
I like to look at the train.
I like to see it stop."

Bill said, "I like to see it go."

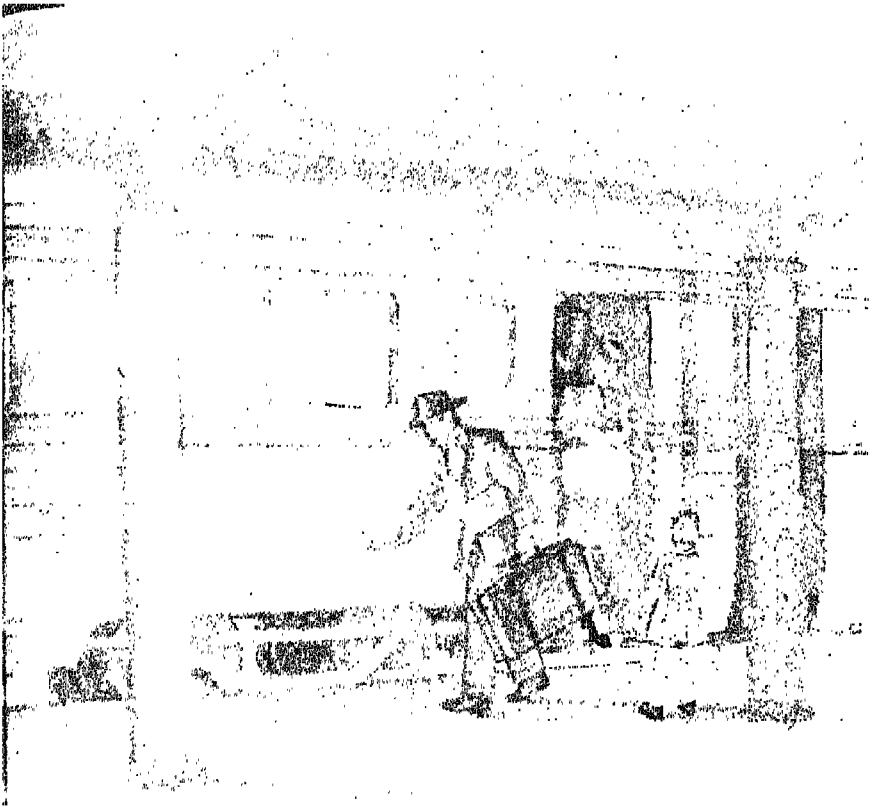


Bill said, "Daddy is here.

I see Daddy.

Run, Susan! Run!

Run to Daddy."



Susan said, "Daddy! Daddy!
I see you, Daddy.
Can you see me?
Here I come, Daddy.
Here I come."



The Little Train

Daddy said,
“Look, Bill! Look, Susan!
Here is something for you.”



“What is it?” said Susan.

“Is it something for my doll?”

“What is it?” said Bill.

“Is it something to eat?”

Daddy said, “Look and see.

It is something you will like.”



“A little train!” said Susan.

“Thank you, Daddy.”

“A little train!” said Bill.

“It is like the big train.

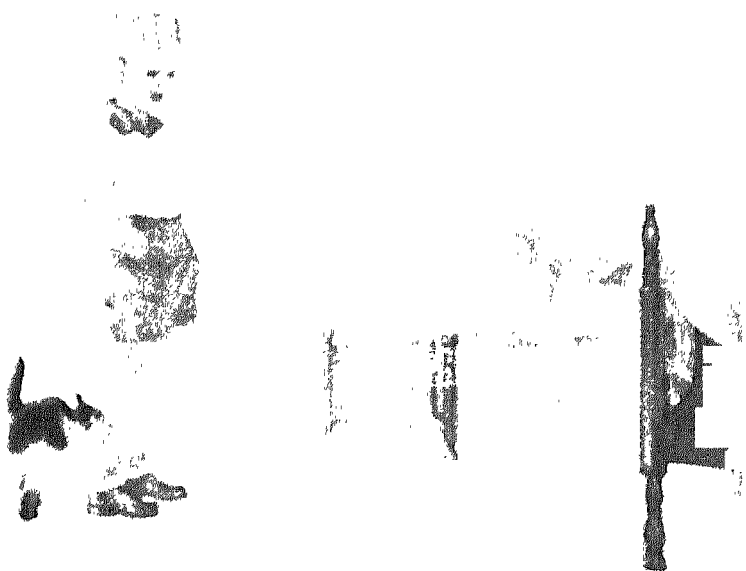
See! I can make it go!

Thank you, Daddy.

Thank you.”



Daddy said,
“Here is something for Baby.
Here is a ball.
Baby can play with the ball.”



A Bed for Fuzzy

“Mother,” said Susan.

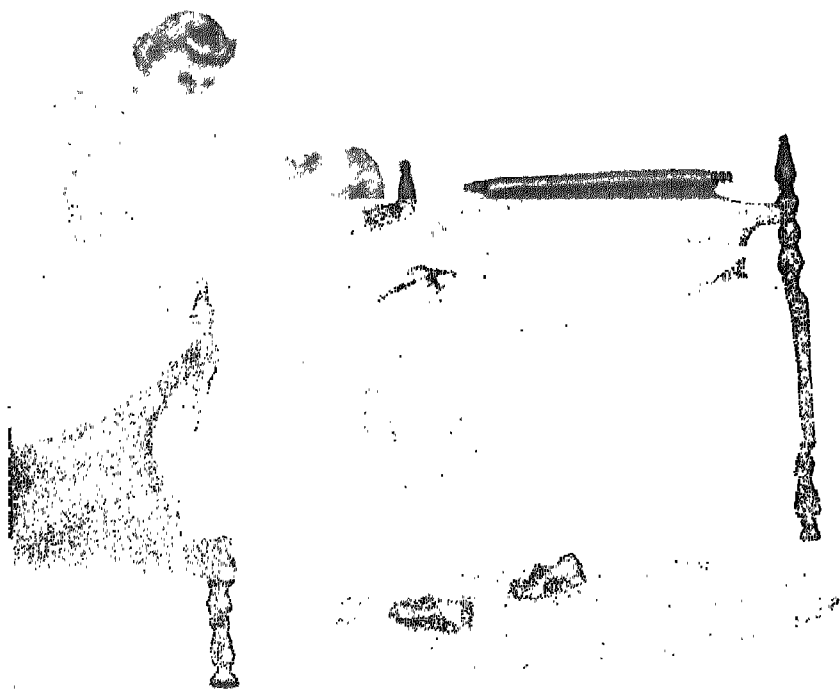
“I can make the little bed.

I want to make the big bed.

Will you help me?”

“I will help you,” said Mother.

“We will make the big bed.”



Susan said, "Look, Bill!
I can make my bed."

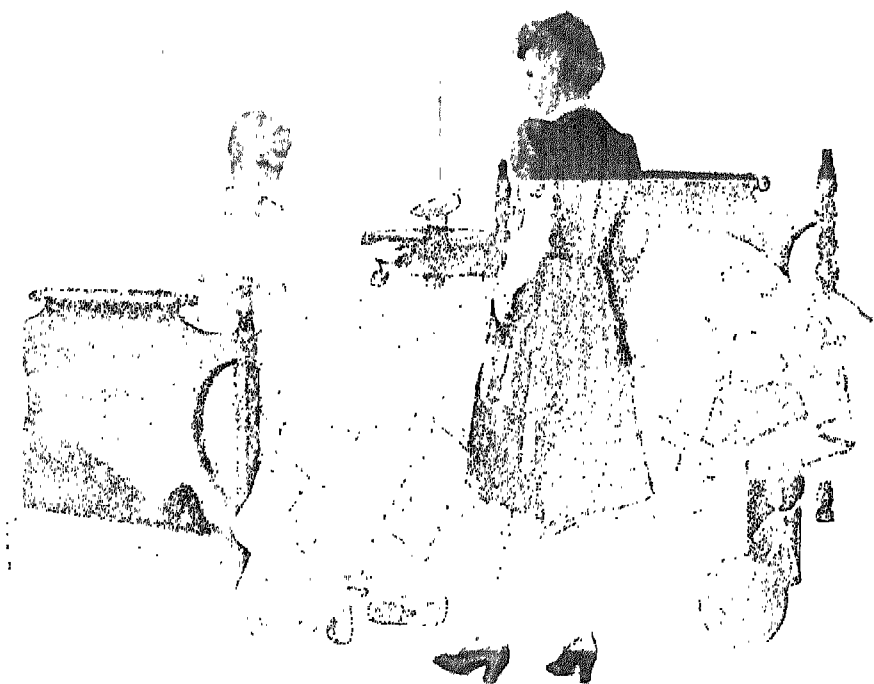
Bill looked at Susan.
Bill looked at the bed.

Bill said,
"I can make my bed."



Bill said, "See me, Fuzzy.
See me make my bed.
I can help Mother.
I can make my bed.
Look at me, Fuzzy."

Fuzzy did not look at Bill.
Fuzzy looked at the bed.



“Mother,” said Bill.

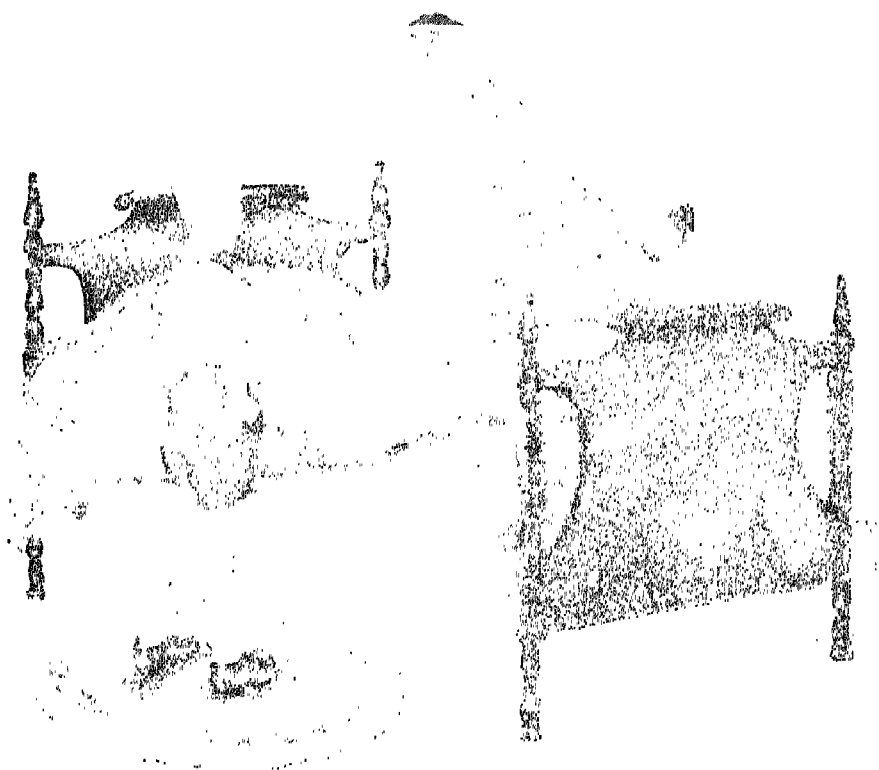
“I can help you.

See! I can make my bed.

Look at my bed, Mother.”

Mother looked at the bed.

Mother looked and looked.



Susan looked at the bed.

Susan said, "I see something.

I see something in the bed.

What is it?"

“Oh! Oh!” said Mother.

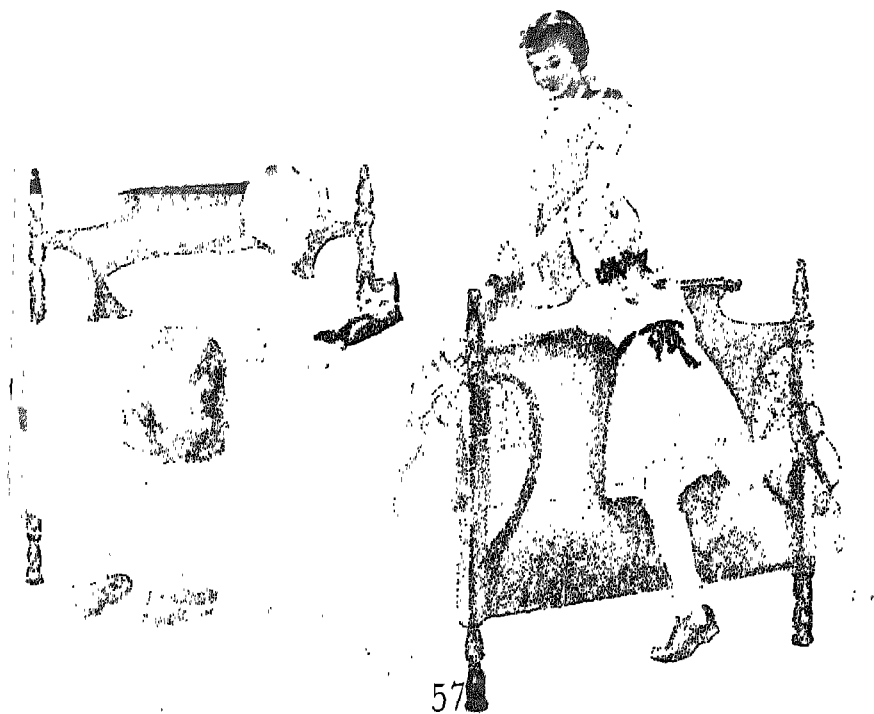
“Fuzzy is in the bed.

Fuzzy will go to sleep here.

Come with me, Fuzzy.

You can not sleep here.

You can not sleep in the bed.”





Bill Looks for Susan

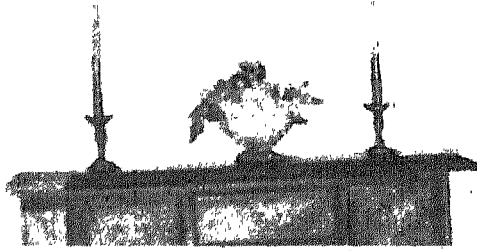
Susan said,

“Bill, will you play with me?

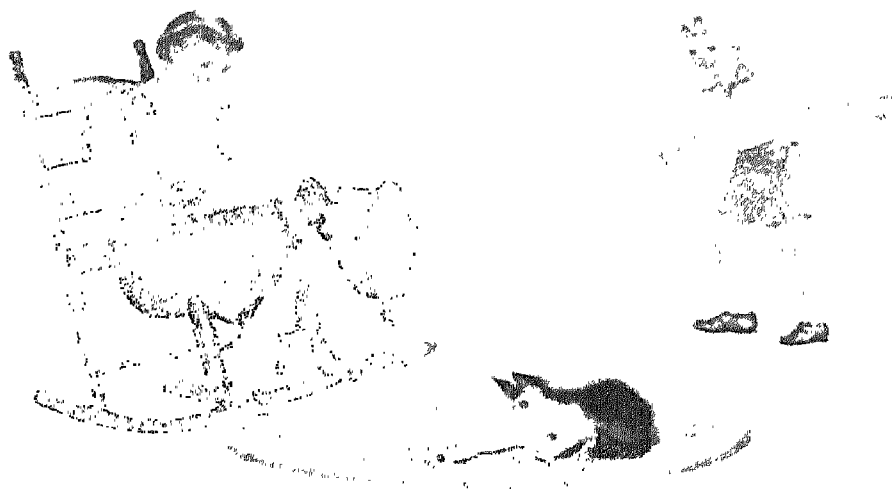
I will go away.

Will you look for me?

Will you come and find me?”



Bill said,
“I will play with you.
Go away, Susan.
I will look for you.
I will come and find you.”



Bill looked and looked.

“Mother,” said Bill.

“Is Susan here?

I want to find Susan.”

Mother said,

“Susan is not here.

I can not help you.

Go and look for Susan.”



Bill looked and looked.

“Daddy,” said Bill.

“Is Susan here?

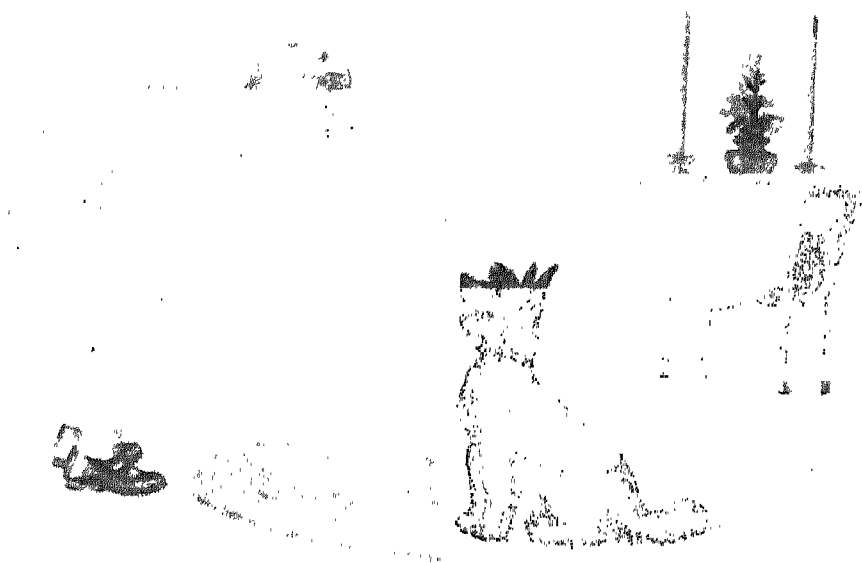
I want to find Susan.”

Daddy said, “Run away, Bill.

Susan is not here.

I can not help you.

Go and look for Susan.”



Bill looked and looked.

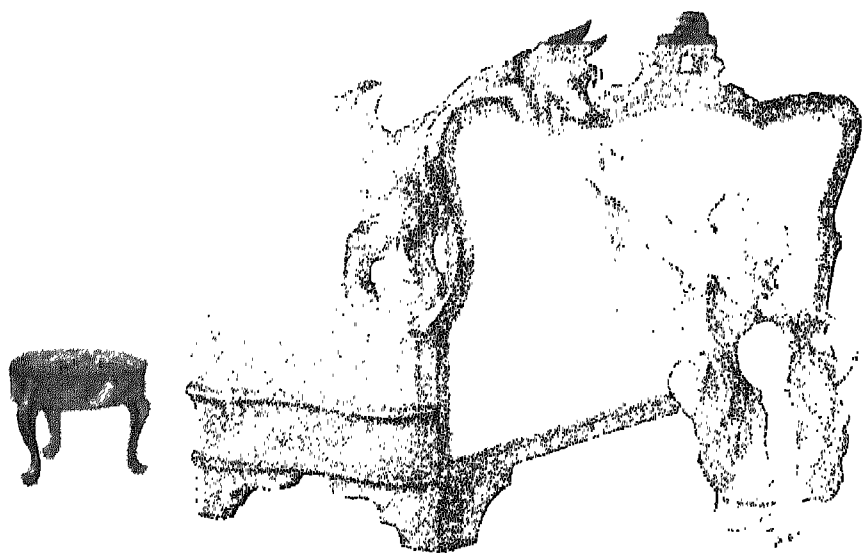
Bill did not find Susan.

“Perky,” said Bill.

“You can help me.

Go and find Susan.

Run, Perky! Find Susan!”



“Go away, Perky!” said Susan.

“Bill will see you here.

Bill will come and find me.

I want Bill to look for me.

I want Bill to look and look.”

Perky did not go away.

Did Bill find Susan?

WORD LIST Thirty-two new words are introduced in this book (Pre-Primer 2). The twenty-six words marked * were introduced in Pre-Primer 1, and are repeated in this book.

2 Bill *	16 will	27 want	45 what
3 Susan *	you *	28	46
4	17 good *	29 get	47
5 help *	to *	30	48 something
me *	18 can	31 doll	for
6 stop *	19 thank *	32 like	49
7 look *	20 Fuzzy *	33 my	50
at *	Baby *	34	51
8	21 not	35 Daddy *	52 bed
9 Perky *	play *	36 we	53 looked
10 go *	22 oh	37 is	54
away *	23 did	38 a	55
11 I *	and *	cake	56 in
see *	24 here *	39 make	57 sleep *
12	please	40 big	58 find
13 run	25	41 little	59
14 said	26 ball	42 eat	60
Mother *	27 the	43 it	61
15 come *		44 train	62
with *			63

